

AB2519 Reading/Language Arts and Mathematics Adoption Report

California Department of Education
Curriculum Frameworks and Instructional Resources Division
Instructional Resources Office

AB 2519 Reading/Language Arts and Mathematics Adoption of Instructional Resources

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Preface for AB 2519 Reading Language Arts and Mathematics Adoption

California began moving to a standard-based educational system in 1995. Since that time, academic content standards have been developed for English language arts, mathematics, history-social science, and science. Important in carrying out a standards-based educational reform is availability of instructional materials. In 1998, the Governor, Legislature, State Board of Education, and the California Department of Education supported the passage of AB 2519 which created a series of adoptions of instructional materials. Everyone recognized the necessity of providing the children of California with standards-aligned materials. Since 1999, the state has adopted standards-aligned materials in history-social science, language arts, mathematics, and science.

Standards-based education reform is the result of a growing realization that if California and the United States are to retain their leadership in the global economy, we must have the best educated students in the world. California's leadership is based in part on providing its children with a solid education in the foundational curriculum areas of English language arts and mathematics.

California's English language arts and mathematics standards have been recognized for their emphasis on academically rigorous content. These adopted materials will help schools deliver standards-based instruction. For basic programs, the materials had to contain "subject matter content sufficient for the intended course," and for partial programs, materials had to "provide substantial assistance." Districts, teachers, students, and parents can be confident that these materials provide the necessary foundation for mastering the English language arts and mathematics standards at each grade level.

Parents, teachers, and administrators can be pleased that California continues to build a standards-based system with a solid structure for student achievement. Teachers now have instructional materials to support student mastery of the English language arts and mathematics standards. Record levels of investments are now being made in instructional materials and we believe that publishers will provide even better materials in the years to come.

As a leader in the global economy, California will continue to improve its educational system. We believe that with a continued emphasis on high standards for what all children should know and be able to do, our future is most promising.

DELAINE EASTIN
State Superintendent of Public Instruction

ROBERT TRIGG
President, State Board of Education

INTRODUCTION

Significance of the AB 2519 Reading Language Arts and Mathematics Adoptions

The State Board of Education adopted on June 10, 1999, reading language arts and mathematics materials that align with English-Language Arts Content Standards and Mathematics Content Standards that were adopted December 1997. A unique feature is that both "basic" and "partial" programs were adopted. The requirements of AB 2519 called for the State Board of Education to adopt instructional materials in reading/language arts, including spelling, and mathematics. These materials were required to cover a course of study, or a substantial portion of a course of study, essential to meeting adopted academic content standards. All adopted programs were added to existing adoption lists. Mathematics and reading/language arts materials will remain in adoption until June 30, 2003, and June 30, 2005, respectively.

REQUIREMENTS OF AB 2519 ADOPTION PROCESS

AB 2519 (chaptered 1998, Education Code 60200.1) put in place a series of adoptions in the standards-based areas: history-social science in 1999, science in 2000, mathematics in 2001, and English language arts in 2002. AB 2519 also required the State Board of Education to conduct a special adoption of basic and partial programs in English language arts and mathematics prior to 2001. The aspect of the statute allowed the State Board of Education to add programs that are aligned with the State Board adopted content standards to the existing lists of adopted instructional materials in reading/language arts and mathematics. The added materials may be either basic programs (i.e., "a course of study") or partial programs (i.e., "a substantial portion of a course of study"). At its October 1998 meeting, the State Board adopted an implementing policy for AB 2519 (in the form of emergency regulations) and a set of evaluation criteria for the reading/language arts and mathematics submissions.

The Emergency Regulations required programs added to the list meet the following requirements:

- (a) The submission shall be either a basic program or a partial program in reading/language arts or mathematics, and the following shall apply as appropriate:
 - (1) A basic program or partial program for reading or mathematics shall be based upon the fundamental skills required by these subjects, including, but not limited to systematic, explicit phonics, spelling and basic computational skills.
 - (2) A basic program shall include, but is not limited to, the following elements:
 - (A) Subject matter content sufficient for the intended course as a whole.
 - (B) Assessment instruments, ideas and recommendations to help the teacher measure student achievement frequently during the course and with reasonable accuracy.
 - (C) Instructional planning and support information, including, but not limited to, a separate edition of the materials specifically designed for use by the teacher.
 - (D) Universal access guidance (or, in the alternative, adaptability to address the needs of special student populations or ease of use with other materials to address the needs of special student populations).
 - (E) Program organization that (i) allows the materials to be used efficiently and effectively by the teacher to convey and by the student to learn the subject matter content of the intended course in a logical, sequenced progression and (ii) enables the materials to be used for both classroom instruction and individual independent study.

(3) For grade eight, a basic program in mathematics shall cover Algebra 1, Geometry, Algebra II, or Probability and Statistics, or two or more of those disciplines in an integrated fashion, consistent with the mathematics standards.

(4) A partial program shall include, but is not limited to, all of the following elements to the extent consistent with its contribution to the delivery of overall subject matter content of the intended course:

(A) Assessment instruments, ideas, and recommendations to help the teacher measure student achievement frequently and with reasonable accuracy.

(B) Instructional planning and support information.

(C) Universal access guidance (or, in the alternative, adaptability to address the needs of special student populations or ease of use with other materials to address the needs of special student populations).

(D) Program organization that (i) allows the materials to be used efficiently and effectively by the teacher to convey and by the student to learn the particular content included in the materials in a logical, sequenced progression and to fit that content easily into the course of study as a whole and (ii) enables the materials to be used both classroom instruction and individual independent study.

(5) A partial program in reading/language arts shall provide substantial assistance in addressing at least one of the following categories, as appropriate for the intended grade level(s) in order to be eligible for addition to the list of adopted reading/language arts instructional materials: Spelling, Phoneme Awareness, Reading Comprehension, Systematic, Explicit Phonics, Vocabulary, Writing, Grammar, Listening, Speaking.

(6) For kindergarten through grade seven a partial program in mathematics shall provide substantial assistance in addressing at least one of the four content domains of the mathematics standards as appropriate for the intended grade level(s) or basic computational skills as appropriate for the intended grade level(s). A partial program shall also provide substantial assistance in addressing both (i) the applicable standards for mathematical reasoning for the intended grade level(s) which cut across the four content domains and (ii) problem solving consistent with the mathematics standards. The four content domains of the mathematics standards are: Number sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis, and Probability.

(7) For grade eight, a partial program in mathematics shall provide substantial assistance in addressing at least one of the four disciplines identified in the mathematics standards. The four disciplines are: Algebra I, Geometry, Algebra II, Probability and Statistics.

(b) The submission shall be essential to meeting the standards which means that it shall provide resources that enable instruction in the individual standards for the intended grade level(s) in a cohesive, clear, systematic, and significant fashion. Each submission is expected to address a variety of the individual standards for the intended grade level(s). However, in view of the time frame in which these additional submissions

are being considered, no submission is required to address all of the individual standards for the intended grade level(s) explicitly.

(c) The submission shall be aligned with the standards which means that all of the following apply:

(1) When taken as a whole, the submission enables successful instruction in the individual standards it covers.

(2) Nothing included in the submission is fundamentally contrary to any of the individual standards.

(3) To the extent that a submission includes content that is extraneous to instruction in the standards, the extraneous content does not detract from the ability of teachers to teach readily and student to learn thoroughly the content specified in the standards.

FUNDING

School districts are able to purchase these materials with funds appropriated by the Schiff-Bustamante Standards-Based Instructional Materials Programs Act (chaptered 1998 and Education Code 60450 et seq.). Passed by the legislature and signed by then-Governor Pete Wilson in 1998, this act appropriated 1 billion dollars to be allocated over a 4-year period for school districts to purchase instructional resources that align with state content standards. Under the Schiff-Bustamante Act, schools are given approximately an additional \$43.00 per student, per year, for standards-aligned materials. At the K-8 level these funds must be spent on materials that match state content standards in the areas of reading/language arts, mathematics, history-social science, and science. These funds are in addition to the Instructional Material Funds school districts receive annually.

ADOPTION PROCESS

The California Department of Education issued An Invitation to Submit Basic and Partial Programs to publishers on November 2, 1998. One hundred and forty publishers submitted their lists of program contents. These lists contained 70 basic mathematics programs and 125 partial and 65 basic language arts programs and 310 partial.

The State Board of Education appointed experts in the field of mathematics and reading/language arts to review submitted materials. The review process involved the Content Review Panels (CRPs) and Instructional Materials Advisory Panels (IMAPs). During the week of February 22-26, 1999, the CRPs and IMAPs participated in a professional development session on the adoption process, the criteria, and standards. Panel members attended presentations by publishers in which formal information exchanges occurred between the evaluators and the publishers' representatives about specific programs. CRP members participated in the first three days of the week-long session in order to understand the adoption process and the criteria. Their review focused on the accuracy of materials and the content portion of the criteria. The IMAP members attended the entire week, because they had to apply all elements of the evaluation instrument to the entire programs. The IMAP was composed of a majority of kindergarten-through-grade-eight teachers and was augmented with administrators and community members. The CRP was composed of mathematicians and reading language arts specialists.

Publishers were required to deliver materials to the IMAPs and CRPs for review by March 5, 1999, except for K-3 reading materials which were not due until April 16, 1999. Publishers were also required to submit "standards maps" that demonstrated how and where in their programs were aligned with the content standards. Members of both

panels conducted an independent review of the materials from March to April for mathematics materials and from March to May for reading language arts materials. Between April 16 and 20, mathematics IMAP and CRP members met for deliberations, with each member providing documentation collected during the independent reviews. During deliberations, publishers and producers had an opportunity to respond to IMAP questions about submitted programs. Each panel generated for each instructional program one consensus report that articulated the panel's findings and provided a rationale for recommending or not recommending the program for adoption. CRP members attended deliberations and presented their findings to the IMAP. In the reading/language arts adoption, IMAP and CRP members followed the same process between May 10 and 14. All meetings were open to the public.

All of the materials were sent to the 24 Learning Resources Display Centers (see Appendix A) throughout the State for public display. The general public was given an opportunity to provide written comments about each program. Public testimony also accepted at the hearings conducted by the Curriculum Commission in May 1999.

To ensure accuracy of materials and to give publishers the opportunity to respond to CRP comments, the Curriculum Commission recommended and the State Board adopted programs conditionally. On June 25 1999, Curriculum Commissioners, CDE staff, and CRP members met with publishers to examine the proposed changes. After agreeing upon changes and having received proof of them, the programs were put on the adopted list. The State Board of Education adopted mathematics and reading language arts materials on June 10, 1999.

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This adoption could not have taken place without the dedication of the Instructional Material Review Panels, the Content Review Panels, Curriculum Commission members, State Board members, the Learning Resources Display Centers, the general public, the publishers, and the staff in the Department of Education. With everyone working together materials aligned with content standards were made available for California students in record time.

A special thanks to:

State Board of Education members who provided leadership throughout this process:

Robert Trigg, State Board Liaison to the Commission
Marion Joseph, State Board Liaison to the Commission
Janet Nicholas, State Board Liaison to the Commission

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Thanks is also extended to a former Commissioner who accepted the invitation and responsibility of facilitating an IMAP panel:

Sharon Valear Robinson, Past Curriculum Commission Member

A special thanks to all of the volunteers who served as Instructional Materials Advisory Panel (IMAP) members for their dedication, commitment, and many hours of evaluation of instructional resources submitted for adoption:

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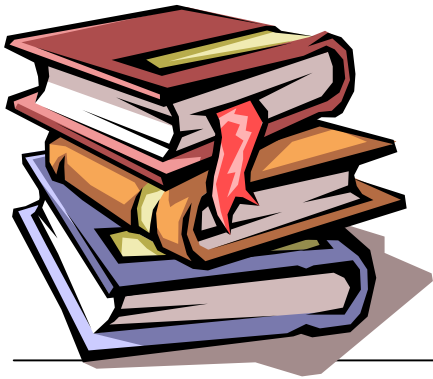
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Reading/Language Arts

California Department of Education
Curriculum Frameworks and Instructional Resources Division
Instructional Resources Office

**Reading/Language Arts Programs Adopted by the
State Board of Education
June 10, 1999**

Publisher	Program	
Addison Wesley	D'Nealian Handwriting (K-6)	
	Partial	
Addison Wesley	Everyday Spelling (1-6)	Partial
Addison Wesley	Everyday Spelling, Spanish (1-5)	Partial
Addison Wesley	Waterford Early Reading Program (K-2)	
	Basic	
Advantage Learning Systems	Accelerated Reader/Star Reading (K-8)	
	Partial	
Advantage Learning Systems	Accelerated Reader Spanish/English (K-8)	Partial
Advantage Learning Systems	Perfect Copy	Partial
American Guidance Service, Inc.	AGS American Literature (8)	Partial
American Guidance Service, Inc.	AGS Exploring Literature (8)	Partial
American Guidance Service, Inc.	AGS World Literature (8)	Partial
Dillie of a Sound Approach	A Dillie of a Sound Approach for Reading Success (K-3)	
	Partial	
Educational Service	ESP's Spellphon (K-3) ESP's Spellphon Reading Freedom Developmental ESP's Spellphon Superbooks Kits 1 and II	Partial
Glencoe/McGraw-Hill	Writer's Choice Grammar & Composition (6-8)	
	Partial	
Globe Fearon	Be a Better Reader (5-8)	Partial
Globe Fearon	Reading in the Content Areas: Strategies for Reading Success (5-8)	Partial
Globe Fearon	Caught Reading Plus (6-8)	Partial
Globe Fearon	The Pacemaker Curriculum/Basic English (6-8)	
	Partial	
Globe Fearon	The Pacemaker Curriculum/English Composition (6-8)	Partial
Globe Fearon	Reading Comprehension Workshop (6-7)	Partial
Globe Fearon	World of Vocabulary (6-8)	Partial
Globe Fearon	Success in Writing (6-8)	
	Partial	
Globe Fearon	Mastering Spelling (6-8)	Partial
Globe Fearon	Writing Across the Curriculum (6-8)	Partial
Great Source	Write Source (K-8) All Write, The Writing Spot, Write Away, Write on Track, Write One, Writer's Express	Partial
Great Source	Write Source 2000 (6-8), Daybooks of Critical	

	Reading and Writing, Vocabulary for Achievement	Partial
Hampton Brown	Phonics and Friends (K-2)	Partial
Handwriting Without Tears, Inc.	Handwriting Without Tears	Partial
Harcourt Brace School Publishers	Collections (K-3)	Basic
Harcourt Brace School Publishers	Harcourt Brace Spelling (1-6)	Partial
Holt, Rinehart and Winston	Elements of Writing (6-8)	Partial
Holt, Rinehart and Winston	Adventures in Literature, Athena Edition (6-8)	Partial
Holt, Rinehart and Winston	Short Stories: Characters in Conflict, Second Edition (8)	Partial
Houghton Mifflin	Houghton Mifflin English (K-8)	Partial
Houghton Mifflin	Houghton Mifflin Spelling and Vocabulary (1-8)	Partial
International Learning Systems	Sing, Spell, Read & Write (K-1)	Partial
International Learning Systems	Winning: The Race to Independent Reading Ability (4-8)	Partial
Language Circle	Project Read Language Circle Series (K-8)	Partial
Leapfrog Schoolhouse	Leap Into Literacy Center (K-2)	Partial
McDougal, Littell & Company	The Language of Literature (6-8)	Basic
McDougal, Littell & Company	Grammar and Usage (6-8)	Partial
McDougal, Littell & Company	Word Skills (6-8)	Partial
McDougal, Littell & Company	The Writer's Craft (6-8)	Partial
McGraw-Hill School Division	McGraw-Hill Spelling (1-6)	Partial
McGraw-Hill School Division	Language Arts Today (K-8)	Partial
Metropolitan Teaching & Learning	Metro Early Reading Program (K-1)	Basic
Modern Curriculum Press, Inc.	The Write Direction (3-5)	Partial
Pearson Education ELT	Balloons (K)	Partial
Perfection Learning	Hilo Reading for Young Adults (6-8)	Partial
Perfection Learning	Cover to Cover Chapter Books and Informational Books (2-6)	Partial
Perfection Learning	Hilo Reading for Young Adults (6-8)	Partial
Prentice Hall, Inc.	Prentice Hall Writer's Solution (6-8)	Partial
Sadlier, William H.	Composition Workshop (6-8)	Partial
Saxon Publishers	Saxon Phonics (K)	Partial
Scholastic, Inc.	Scholastic Literacy Place (K-3)	Basic
Scholastic, Inc.	Scholastic Spelling (1-6)	Partial

Silver Burdett Ginn	Literature Works: Spelling Source (1-6) Basic	
Silver Burdett Ginn	World of Language (K-6)	Partial
SRA/McGraw-Hill	Multiple Skills Series (K-8)	Partial
SRA/McGraw-Hill	Reading Labs Developmental (1-8)	Partial
SRA/McGraw-Hill	Specific Skills Series (K-8)	Partial
SRA/McGraw-Hill	Breaking the Code (4-8) Partial	
SRA/McGraw-Hill	Language For Learning (K-2)	Partial
SRA/McGraw-Hill	Reading Mastery Rainbow Edition (1-6) Partial	
SRA/McGraw-Hill	Corrective Reading (4-8)	Partial
SRA/McGraw-Hill	Collections for Young Scholars (K-6) Basic	
SRA/McGraw-Hill	SRA/Open Court Reading (K-3) Basic	
Steck-Vaughn Company	Steck-Vaughn Spelling (1-8)	Partial
Sopris West	Language! A Literacy Intervention Curriculum (4-8)	Partial
The Wright Group	The Write Skills (K-2) Partial	
The Write Group	Wildcats (3-6)	Partial
Zaner-Bloser, Inc.	Zaner-Bloser Handwriting (K-6) Partial	
Zaner-Bloser, Inc.	Grammar, Usage and Mechanics (3-8) Partial	

Non-Adopted Reading/Language Arts Programs

Publisher	Program
1-12 Interactive	The Language Solution (2-8)
21st Century	Best English (2-4)
21st Century	English Live Book (K-1)
American Guidance	AGS Practical Guide to Better English (6-8)
American Guidance	AGS Life Skills English (8)
American Guidance	AGS English for the World of Work (8)
American Guidance	AGS English to Use (8)
American Guidance	AGS Basic English Composition (8)
American Guidance	AGS Basic English Grammar (8)
Barrett Kendall	Connections (1-6)
Bellwork	Bellwork: A Daily Practice Program (1-6)
Benchmark	Early Connections (K-1)
Bright Start	Phonics and Phonemic Awareness (K)
Celebration Press	Integrated Total Language: A Draw to Write to Read Program (K-1)
Celebration Press	Learning Media Literacy Guided Reading (K-2)
Celebration Press	Little Celebrations Guided Reading (K-2)
Continental Press	Chall-Popp Phonics (K-3)
Continental Press	Language Patterns & Usage (1-6)
Continental Press	Phonics and Word Analysis (1-6)
Continental Press	Read Reason Write (1-8)
Continental Press	Reading for Comprehension (1-8)
Continental Press	Reading Thinkins Skills (1-6)
Educational Service	ESP's Spellphon Reading Freedom Intervention (4-8)
Educational Service	ESP's Spell-Write (1-3)
Estrellita	Accelerated Beginning Spanish Reading Program (K-1)
Globe Fearon	Reading for Proficiency (6-8)
Globe Fearon	The Pacemaker Curriculum Practical English (6-8)
Globe Fearon	Writing for Proficiency (6-8)
Good Year Books	Success in Reading and Writing (K-6)
Great Books Foundation	Junior Great Books (K-8)
Great Source	Working Worlds in Spelling (1-8)
Grow Publications	Daily Writing (1-6)
Grow Publications	Daily Reading (1-6)
Hampton Brown	English At Your Command (3-5)

Harcourt Brace	Harcourt Brace Phonics (1-3)
Heinle & Heinle	Go For It! (3-5)
Holt, Rinehart and Winston	English Workshop (6-8)
Holt, Rinehart and Winston	Holt Middle School Handbook (6-8)
Holt, Rinehart and Winston	HRW Library - Middle School Novels with Study Guide and Connections (7)
Holt, Rinehart and Winston	Impact: Fifth Short Stories, 2nd Ed. (7)
Holt, Rinehart and Winston	Vocabulary Workshop (6-8)
Houghton Mifflin	Soar to Success: The Intermediate Intervention Program (3-6)
JWOR Enterprises	Language Tune-Up Kit (1-3)
Letter Sounds	Learning Letter Sounds (K-3)
McGraw Hill	Lippincott Phonics (K-3)
Metalearning Systems	Metaphonics (1-3)
Miracle Mirror	Read Naturally Work Book and Reader (K-3)
Miracle Mirror	Read Naturally Work Book and Speller (K-6)
Modern Curriculum	Astroword (K-6)
Modern Curriculum	First Chapters (1-4)
Modern Curriculum	McComics: The Action Files (4-8)
Modern Curriculum	MCP "Plaid" Phonics (K-6)
Modern Curriculum	Ready Readers (K-3)
New Readers Press	Flipping Phonics (K-3)
Newbridge	Discovery Links Emergent Level (1)
Newbridge	Descubrimientos Emergent Level (1)
Oxford Education	Discovery Links Early Level (1) Descubrimientos Early Level (1)
Oxford Education	First Story Rhymes (K-1)
Oxford Education	Oxford Reading Tree (K-2)
Oxford Education	Sound Starters/Sound Stories (K-1)
Pearson Education	Sound Stories (K-1)
Pearson Education	Access: Fundamentals of Literacy and Communication (5-8)
Pearson Education	Foundations (6-8)
Pearson Education	In the Middle (6-8)
Pearson Education	Newcomer Phonics (4-8)
Pearson Education	Parade (K-6)
Pearson Education	Scott-Foresman ESL (1-8)
Pearson Education	Side by Side Secondary School Edition/Classmates (6-8)
Pearson Education	Word by Word Primary Picture Dictionary Program (K-4)
Pearson Education	Word by Word Basic Picture (4-6)

Pearson Education

Pearson Education
Perfection Learning
Perfection Learning
Perfection Learning
Perfection Learning
Perfection Learning
Peters, Paul
Phoenix Learning
Phoenix Learning
Phoenix Learning
Phoenix Learning
PMLP Company
Prentice Hall
Prentice Hall

Prentice Hall

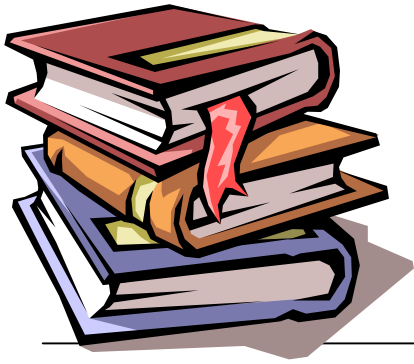
Rand McNally
Rebirth/ABC
Richards Group
Rigby
Rigby
Rigby
Rigby
Rigby
Rigby
Rigby
Riggs Institute

Scholastic
Scholastic
Scholastic
School Time Software
Sequoiah
Silver Burdett Ginn
Silver Burdett Ginn
Silver Burdett Ginn
Silver Burdett Ginn
Silver Burdett Ginn
Silver Burdett Ginn
Silver Burdett Ginn

Word by Word Picture Dictionary Program (6-8)

Worlds Together (6-8)
Making Sense (6-8)
Novels/Mystery and Adventure (4-6)
Novels/Contemporary Fiction (4-6)
Novels/Historical Fiction (4-6)
Novels/Time Travel (4-6)
Passages 2000 (6-8)
Passages to Suspense (6-8)
Rules of English Phonics (K-1)
New Practice Readers (2-8)
Reading for Concepts (2-8)
Taking the High Road (1-6)
Word Building (K-4)
Powerspeaking for Kids (K-6)
Prentice Hall Writer's Companion (6-8)
Prentice Hall Grammar and Composition (6-8)

Prentice Hall Literature: Timeless Voices, Timeless Themes (6-8)
People, Spaces and Places (K-3)
Phonetic Reading Program Set (K-8)
Phonics Plus (1-3)
Action Packs (3-4)
Best Practice Phonics (K-1)
Greetings (2-5) Saludos Greetings (2-5)
Kindergarten Starters (K-1)
Literacy Tree (K-3)
PM Collections (K-2)
Rhyme World (K-1)
The Writing and Spelling Road to Reading and Thinking (K-8)
Literacy Place (4-6)
Scholastic Transition Program (3-6)
Scholastic WiggleWorks (K-2)
School Time Literacy Series (3-8)
Sequoiah Literacy Series (K-8)
Developing Phonemic Awareness (K-1)
Literature Works: High Five (3-6)
Literature Works: Grammar Practice (1-6)
Literature Works: Leap Ahead (1-2)
Literature Works: Ready to Read (K-1)
Literature Works: Astroworld (K-6)
Literature Works: A Phonics Program (K-2)



Mathematics

California Department of Education
Curriculum Frameworks and Instructional Resources Division
Instructional Resources Office

SRA/McGraw Hill	SRA Spelling (K-6)
Steck-Vaughn	Phonics/Reading Program (K-4)
Stop & Read	Stop & Read (K-6)
Sundance Publishing	Alphakids (Alphabet Books and Guided Readers) (K-2)
Sundance Publishing	Benchmark Phonics Practice & Assessment Workbooks (K-3)
Sundance Publishing	Book Project Reading-On Books (K-3)
Sundance Publishing	Book Project Beginner Books (K-1)
Sundance Publishing	Little Blue Readers (1-3)
Sundance Publishing	Little Red Readers (K-2)
Sundance Publishing	Sundance Phonics Readers (K-2)
Sundance Publishing	Sundance Phonics Activities (K-2)
Total Reading	Total Reading Program (K-8)
Touchphonics	Touchphonics (K-3)
William H. Sadlier	Mother Goose (K-1)
William H. Sadlier	Sadlier Reading: Little Books/Big Books (K-2)
William H. Sadlier	Sadlier Phonics (K-3)
William H. Sadlier	Vocabulary Workshop (4-8)
William H. Sadlier	Worlds of Poetry (K-3)
Winding River	We All Can Read (K-2)
Winding River	We All Can Read (3-8)
Wood, Regna Lee	Sounds & Letters Reading Program (K-3)
Wright Group	Breakthrough to Literacy (K-1)
Wright Group	The Writing Project (4-6)
Wright Group	The Story Box/The Write Skills Program (K-w)
Wright Group	The Literacy Bridge (K-2)
Zaner Bloser	Spell It-Write! (K-6)
Zaner-Bloser	Activity Phonics (K-2)
Zoo Phonics	Reading Language Arts (K-2)

Adopted Mathematics Programs

Publisher	Program	
Bradford, William K., Publishing Co., Inc.	Math Trek Probability & Statistics Series	(8)
CSL Associates	Math Coach (1-4)	Partial
Creative Publications, Inc.	Hot Words, Hot Topics (5)	Partial
Glencoe/McGraw-Hill	Mathematics: Applications and Connections (5-7)	Basic
Glencoe/McGraw-Hill	Glencoe Pre-Algebra: An Integrated	

Glencoe/McGraw-Hill	Transition to Algebra and Geometry (7)	Basic
	Glencoe Algebra 1: Integration Applications	
	Connections (7-8)	Basic
Globe Fearon, Inc.	Access to Math (6)	Partial
Harcourt Brace School Publishers	Math Advantage (K-2)	
	Basic	
Houghton Mifflin Co.	Mathsteps (California Edition) (K-7)	Partial
Mastery Learning Systems	County, Notice, & Remember	
	Partial	
McDougal, Littell & Company	Passport to Mathematics and Algebra 1 (6-8)	
	Basic	
McDougal, Littell & Company	Algebra 1 (6-8)	
	Basic	
McDougal, Littell & Company	Algebr: Structure and Method, Book 1 (6-8)	Basic
Metropolitan Teaching and Learning Co.	Metro Math Readers (K-1)	Partial
Metropolitan Teaching and Learning Co.	Problem Solving Step-By-Step (1-5)	Partial
Prentice Hall, Inc.	Prentice Hall Middle Grades Math: Tools for Success (6-7)	Basic
Prentice Hall, Inc.	Prentice Hall Algebra: Tools for a Changing World (8)	Basic
Prentice Hall, Inc.	UCSMP Transition Math, Second Edition (7-8)	Basic
Sadlier, Willilam H., A Division of	Progress in Mathematics (K-6)	
	Basic	
Saxon Publishers	Saxon Mathematics (K-3)	Basic
Saxon Publishers	Saxon Mathematics (3-6)	Basic
SRA/McGraw-Hill	Math Explorations and Applications (K-6)	Basic
SRA/McGraw-Hill	Connecting Math Concepts	Partial

Non-Adopted Mathematics Programs

Publisher	Program
21st Century	Math Live Book (K-7)
Addison Wesley	Connected Mathematics (6-8)
Addison Wesley	Middle School Math (6-8)
Addison Wesley	Scott Foresman-Addison Wesley Math (K-6)
Advantage	Accelerated Math (3-8)
Advantage	Star Math (3-8)
AMATH	AMATH Pre-Algebra (4-8)
American Guidance	AGS Pre-Algebra (7)
American Guidance	AGS Algebra (8)

American Guidance
 American Guidance
 American Guidance
 Barrett-Kendall
 Bellwork
 Clearwater
 Continental
 Continental
 Continental
 Continental
 Creative
 Creative
 Creative
 Creative
 Cuisenaire
 Dale Seymour
 Dale Seymour
 Developmental Studies Center
 Everyday Learning
 Globe Fearon
 Globe Fearon
 Globe Fearon
 Globe Fearon
 Globe Fearon
 Globe Fearon
 Globe Fearon
 Globe Fearon
 Globe Fearon
 Globe Fearon
 Great Source
 Grow Publications
 Holt, Rinehart
 Holt, Rinehart
 Kendall/Hunt
 Kids Success
 Math Teachers Press
 Math Teachers Press
 Math Teachers Press
 McDougal Littell
 McDougal Littell
 McDougal Littell
 McDougal Littell
 Newbridge
 Newbridge
 Prentice Hall
 Prentice Hall

AGS Basic Math Skills (7)
 AGS Consumer Mathematics (7)
 AGS Life Skills Math (7)
 Algebra: A First Course (8)
 Daily Practice (1-6)
 Algebra Unplugged (8)
 Focus on Problem Solving (1-7)
 Get Ahead in Math (2-7)
 Mathematics: Skills, Concepts (K-7)
 Number Sense (1-7)
 Algebra: Puzzles and Problems (4-7)
 Groundworks: Developing Algebraic (1-3)
 MathScape: Seeing and Thinking (5-8)
 Skill Power/El Poder De Las Mathematicas (1-6)
 The Super Source (1-6)
 Developing Number Concepts (K-2)
 Nimble with Numbers (1-6)
 Number Power (K-6)
 Everyday Mathematics (K-6)
 Basic Geometry (6-8)
 Success in Math: Pre-Algebra (6)
 The Pacemaker Curriculum: Algebra 1 (8)
 The Pacemaker Curriculum: Pre-Algebra (7)
 Consumer Math (6)
 Globe Fearon Basic Math (6)
 Math for Proficiency, Levels A and B (7)
 Practical Mathematics for Consumers (6)
 Success in Math: General Math (6)
 Every Day Counts (K-6)
 Arithmetic Developed Daily (K-7)
 HRW Algebra One Interactions (7-8)
 Practical Mathematics (7)
 Math Trailblazers: A Mathematical Journey (4-5)
 Efficient Easy Memorizing of Math Tables (1-3)
 Moving with Math Multi-Grade Levels A-D (1-7)
 Moving with Math Primary Program (K-2)
 Moving with Math Extensions (K-7)
 Basic Algebra (8)
 Explorations and Applications (6-8)
 Integrated Mathematics (8)
 Passport to Mathematics (6-8)
 Newbridge Early Math (K-1)
 Newbridge Math Manipulatives (K-1)
 Explorations and Applications, Pre-Algebra (7)
 Geometry: Tools for a Changing World (8)

Riverdeep
Saxon
Silver Burdett

SRA/McGraw-Hill
SRA/McGraw-Hill
SRA/McGraw Hill
Suntex
William K. Bradford
William K. Bradford

Destination Math (4-7)
Saxon Mathematics (7-8)
Mathematics: Exploring Your
World/Mathematicas: Exploremous tu Mundo (K-
6)
Spectrum Math (1-8)
SRA Mathematics Laboratory (4-6)
Total Class Math (K-6)
Jumping Levels Math Program Skill Set (3,4)
Algebra Class Complete Series (8)
Math Trek Level 1, Complete Series (3-5)

AB 2519 Reading Language Arts Adopted Programs

This is a list of language arts programs adopted by the California State Board of Education in June and July 1999 during the AB 2519 adoption. The following basic and partial programs have been added to the existing language arts adoption list. Instructional Materials Funding (IMF, Item # 6110-185-0001 and # 6110-186-0001 from the State Budget) may be spent on these materials. In addition, the "Schiff Bustamante" (AB 2041) Standards-Based Instructional Materials Program funding may be spent on these materials. Per Pupil Block Grant Monies (AB 1115, Chapter 78, Statutes of 1999, Section 67 (a) & (b)) may be spent on these materials. Some of the materials on this list are "fiction and nonfiction books and periodicals, non-text"; those portions of these programs could therefore be purchased with Classroom Library Funds (also known as the BOOK fund). All of these materials were reviewed by panels of teachers and language arts experts and are in alignment with the language arts content standards approved by the State Board of Education in November 1997.

Throughout this report the following abbreviations are used:

SE	Student's Edition
TE	Teacher's Edition

Addison-Wesley Longman, Inc.
D’Nealian Handwriting, K-6

Summary

D’Nealian Handwriting was adopted as a “partial” program for grades K-6 addressing the writing content standards. It is a complete penmanship program that consists of a student’s edition, teacher’s edition, Practice and Review Masters, re-teaching books and other ancillary items.

Content

D’Nealian Handwriting addresses the following language arts content standards: kindergarten standard 1.4 (SE K, pp. 52 and 161); first grade standard 1.3 (SE 1, pp. 38 and 101); second grade standard 1.2 (SE 2 pp. 121 and 127); third grade standard 1.2 (SE 3, p.9); fourth grade standard 1.4 (SE 4, p. 25 and 59).

Assessment

The program lacks formal teacher assessment. Students are directed to self-assess (SE 1, pp. 40, 110; SE 2, pp. 82, 91; SE 3, pp. 108, 109; SE 4, p. 53).

Instructional Planning and Support

The wrap-around teacher's edition includes a consistent format throughout grade levels. The Teacher's guide provides objectives, preparation, teaching, follow-up, and additional resources (TE 1, p. 34; TE 3, p.40). Additional activities for each lesson are provided in the Activity Bank Section throughout grade levels (TE 1, p. 86; TE 3, p. 46).

Universal Access

The program provides activities for students with special needs (TE K, p. 15 and TE 2, p.60).

Program Organization

The program effectively and efficiently allows the teacher to convey the penmanship standards. The program is logical and sequential in progression. There are home-school connections (TE 1, p. 84).

Addison-Wesley Longman, Inc.
Everyday Spelling, Grades 1-6

Summary

Everyday Spelling was adopted as a “partial” program addressing the standards related to spelling for grades 1-6. The program consists of a teacher’s guide, student’s edition, Practice Masters, Spelling and Writing, Practice for Standardized Tests, Home-School Activities, Second Language Support Package, Splat! Spelling Software, Everyday Spelling CD-ROM, Everyday Spelling: A Companion for Speakers of Spanish, Little Books, and numerous other components.

Content

This program addresses all of the spelling standards in grades 1-6. For example, it addresses first grade spelling standard 1.18, spelling three letter short vowel words (SE 1, pp. 77 - 79). Grade level appropriate sight words are taught (SE 1, pp. 129 - 132 and 15 - 158). In third grade, it includes spelling one-syllable words that have blends (SE 3, pp. 14-17); contractions (SE 3, pp. 148 - 151); compound words (SE 3, pp. 144 - 147); consonant doubling (SE 3, pp. 92 - 95) and homophones (SE 3, pp. 82 - 85) to address spelling standard 1.8.

Assessment

This program provides pre- and post- tests (TE 3, p. 118B). An alternate testing format can be administered with the Everyday Spelling CD-ROM (TE 6, p. 164B).

Instructional Planning and Support

The teacher's guide provides a daily lesson plan (TE 1, pp. 95-96). Full-page pictures of the additional resources available for the lesson are shown (TE 3, pp. 118 C-D).

Universal Access

Every week at a glance includes "Meeting the Needs of all Children," which includes activities called "Additional Words", "The Word Place", and Bilingual/ESL" (TE 1, p. 143D) and "The Word List", "Bilingual/ESL", and "Personal Words" (TE 6, p. 104B). Daily lessons include enrichment activities (TE 3, pp. 128 - 129).

Program Organization

The program allows effective and efficient instruction of spelling. Each lesson consists of the following: Introduction Section, Think and Practice, Proofreading and Writing, and Vocabulary Building (TE 5, p. 70A) in grades 1-6. The program includes home-school activities through the use of the Home-School Master (TE 3, p. 82C).

Addison Wesley Longman, Inc.
Everyday Spelling, Spanish, 1-5

Summary

Everyday Spelling, Spanish is a “partial” program adopted for grades 1-5 in the area of spelling. It also addresses standards in the area of systematic, explicit phonics, and vocabulary. The program includes a student’s edition and a teacher’s edition.

Content

This program does not parallel the English version. Methods for transitioning students from Spanish to English are not included. The teacher's guide does provide a transfer of skills chart (TE 3, pp. 5, 6, 7) yet there is no teacher instruction on how to use it to transition students to meet the content standards for spelling in English. For example, the third grade spelling standard 1.8 is not covered (SE 3, pp. 13, 72 and 109): blends, compound words, orthographic patterns or common homophones are not addressed. The program has theme-related words that are not organized according to spelling pattern.

Assessment

This program provides pre-and post- tests for each lesson at grades 2-5 (TE 5, pp. 70, 71).

Instructional Planning and Support

Everyday Spelling, Spanish, provides a five-day lesson plan with suggestions for additional activities. Many of the ancillaries included in the English version are not included with the Spanish version (e.g. Practice Masters, Spelling and Writing, Practice for Standardized Tests, Home-School Activities and Second Language Support Package, Splat! Spelling Software, Everyday Spelling CD-ROM, Little Books, Proofreading and Writing Transparencies, Word Builder Tiles, Word List Chart (1-3) and Spelling Posters).

Universal Access

"Meeting the Needs of all Students" interleaf pages are included only in the English version. The teacher's edition does provide ideas or suggestion for meeting the needs of students with different learning styles (TE 4, pp. 55, 74, 75) and additional activities (TE 3, 78. 79. 102). However, there are no suggestions for meeting the needs of special student populations.

Program Organization

There are no ancillary resources available for *Everyday Spelling* in the Spanish version. Each lesson has the same format: Introduction, Think and Practice, Proofreading and Writing, Vocabulary Building, and Evaluation. The Spanish SE is in black and white; the English SE is in color. The English SE has additional resources for the students (Cross-Curricular Lessons, Writer's Handbook, Spelling Dictionary, Writer's Thesaurus, and English/Spanish Word List (SE 3, 168). The Spanish SE contains a personal student dictionary at third grade only (SE 3, p. 145).

Addison Wesley Longman, Inc.
Waterford Early Reading Program, K-2

Summary

Waterford Early Reading Program, K- 2, was adopted as a “basic” program in language arts. The kindergarten program includes software, teacher booklets, early reader books, videotapes, a tape and CD. First and second grade programs include teacher’s manuals, early readers, read alouds, CDs, tapes, software, and support. Changes have been made by the publisher to improve the teaching of blending, and the audio quality of the computer software programs. A reading instruction section for kindergarten was added.

Content.

This program addresses the language arts standards, in particular, those related to reading readiness and beginning reading. The literary response standards are less well covered. Changes have been made to improve the teaching of blending.

Assessment

Assessments are included in the Masters and Worksheet books (kindergarten, pp. 129 - 150; grade one, pp. 145 - 243; grade 2, pp. 87 - 144). Students are also assessed as they complete the activities on the computer. The software stores the performance data for each student and presents the information in student reports and class summaries.

Instructional Planning and Support

The 36 main lesson booklets for kindergarten identify the activities that the students will be completing on the computer, and with the teacher. Although some teachers prefer this separate booklet method of planning, a wrap-around lesson plan manual would be helpful for many teachers. There is insufficient information throughout the lessons to show how all the various materials tie together to make a complete lesson (lessons 6-31). In the grades one and two programs, teacher instruction is defined, but it is difficult to determine what skills will be taught on the computer for each lesson.

Universal Access

Little information and ideas are recommended for addressing the needs of special populations, however, the computer format and regular assessments of student progress lend themselves to students of varying abilities and needs.

Program Organization

The teacher's manuals in grades one and two have been revised to clarify how materials work together.

Advantage Learning Systems, Inc.
Accelerated Reader, Spanish/English, K-8

Summary

Accelerated Reader, Spanish, was adopted as a “partial” program addressing the standards of reading comprehension. It includes a software program with reading title disks and management tools, a teacher’s resource guide, a user’s manual, a teacher’s handbook to Reading Renaissance, and a reading quiz list. The program consists of reading comprehension quizzes on books that students read independently. A placement guide and Mini-Lessons: A Sampler were added.

Content

The program is not comprehensive, but it does contribute significantly to the course of study. *Accelerated Reader, Spanish*, provides the opportunity for students to make progress towards the goal of reading one-half million words by grade four and one million words by grade eight. Students are encouraged to read and understand grade-level appropriate materials and are able to demonstrate comprehension by identifying answers in the text. Comprehension quizzes are available to the student in four formats: Spanish only; English only; Spanish with an English translation; and English with a Spanish translation. The Spanish version is of high quality. The program assesses the student’s comprehension skills as identified in the English-Language Arts Standards.

Assessment

Reports provide the following information for the teacher, student, and parent: number of tests passed; percentage of tests passed; average percentage; points earned; average reading level; class rank; and the number of correct answers on a particular test.

Instructional Planning and Support

This software is clear and easy to use.

Universal Access

This program provides universal access guidance. Reports for students, teachers, and parents include ideas for addressing the needs of students performing below or above grade level. Accommodation devices are available for students with disabilities.

Program Organization

This program is well organized and well presented.

Advantage Learning Systems, Inc.
Accelerated STAR Reader (Comes with Star Reading), K-8

Summary

Accelerated Reader was adopted as a “partial” program for grades K-8 addressing the standards of reading comprehension contingent upon its inclusion with STAR Reading as well as the addition of Mini-Lessons: A Sampler. It includes a software program with numerous reading title disks and management tools, a teacher’s resource guide, a user’s manual, a teacher’s handbook to Reading Renaissance, and a reading quiz list. The program consists of reading comprehension quizzes on books that students read independently.

Content

This program does not address all the standards, but it does contribute significantly to the course of study. *Accelerated Reader* provides the opportunity for students to make progress towards the goal of reading one-half million words by grade four and one million words by grade eight. Students are encouraged to read and understand grade-level appropriate materials and are able to demonstrate comprehension by identifying answers in the text. The program assesses the student's comprehension skills as identified in the English-Language Arts Content Standards.

Assessment

Reports provide the following information for the teacher, student, and parent: number of tests passed; percentage of tests passed; average percentage; points earned; average reading level; class rank; and the number of correct answers on a particular test.

Instructional Planning and Support

This software is clear and easy to use.

Universal Access

This program provides universal access guidance. Reports for students, teachers, and parents include ideas for addressing the needs of students performing below or above grade level. Accommodation devices are available for students with disabilities.

Program Organization

This program is very well organized and well presented.

Advantage Learning Systems, Inc.
Perfect Copy, 3-8

Summary

Perfect Copy was adopted as a “partial” program for grades 3-8 addressing the standards of written and oral English language conventions. It consists of a software program, an installation guide, administrator’s guide, teacher’s manual, and quick reference cards. It provides an opportunity for students to use word processing to practice and master the fundamental skills of writing and grammar through editing.

Content

This program does not address all the standards, but it does contribute significantly to the course of study. A teacher would use this program to support other programs that address standards such as writing strategies and applications. *Perfect Copy* contains articles and passages from published literature which students proofread and edit on the computer. The program offers composition rules and optional clues to guide students. Students work through lessons at their own paces.

Assessment

This program motivates students to improve English language skills. When a student completes a lesson, various diagnostic reports are immediately available to the teacher. These reports indicate results for the entire class, and identify performance on specific skills at various levels, and which skills the student has mastered as well as the student's average score. *Perfect Copy* can be used throughout a course of study to monitor student progress.

Instructional Planning and Support

This program is clear and easy to use and is supported by the teacher's manual. *Perfect Copy* gives the teacher information to guide further instruction.

Universal Access

This program provides universal access guidance. Reports for students, teachers, and parents include ideas for addressing the needs of students performing below or above grade level, as well as English language learners. Accommodation devices are available for students with disabilities.

Program Organization

This program is very well organized and well presented.

Advantage Learning Systems, Inc.

STAR Reading (Comes with Accelerated STAR Reader), K-8

Summary

This program was adopted as a “partial” program provided it is combined with Accelerated Reader. It addresses the language arts content standards in the following areas: reading comprehension and vocabulary. The program contains a software program, technical manual, user's manual, administrator's guide, teacher's guide, and pretest instructions for the student. The program consists of 10-minute, fill-in-the-blank vocabulary tests which students take on the computer.

Content

Star Reading identifies a student's reading level in order to match the student with appropriate reading materials. The program also allows the teacher to measure student progress during the year.

Assessment

This program is an assessment tool. It is an instrument to measure student's vocabulary skills. Reports provide ideas and recommendations to promote student growth as well as a means of communication about those skills to both the student and the parent. When a student completes a test, various diagnostic reports are immediately available to the teacher. These reports indicate the student's instructional reading level, norm-references percentile rank, grade equivalent, etc. The test can be used up to five times during the year to show student growth.

Instructional Planning and Support

The program is clear and easy to use.

Universal Access

This program does provide universal access guidance. Reports for teachers, students, and parents include ideas for addressing the needs of students performing at or above grade level, as well as English language learners. It assists teachers in identifying appropriate levels of reading materials for each student.

Program Organization

The program is very well organized and easy to use.

American Guidance Services, Inc.
AGS American Literature, 8

Summary

American Literature was adopted as a “partial” program for grade 8. It is a reading comprehension program that addresses the standards for vocabulary development, understanding and analyzing texts, and encouraging written responses to reading. It consists of a wrap-around teacher’s edition, a CD ROM Teacher’s Resource Library, which includes such ancillary materials as a student workbook, a vocabulary workbook, audiocassettes, and transparencies.

Content

This submission provides substantial coverage of the standards in reading, particularly the Literary Response and Analysis 3.0 standards (PE. pp. 60, 114.). The program does not include etymology, but includes adequate coverage of literary and historical context clues, and vocabulary and conceptual development (Reading Standard 1.0, PE p. 16, p. 72).

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement during the program. Each selection is followed by a review that addresses progressive levels of critical thinking. Questions are grouped into categories: comprehension, identifying facts, understanding of main ideas, and understanding literature (PE, stanza and symbol, p. 113; protagonist and antagonist, p. 243). The Teacher’s Resource Library on CD-ROM contains selection quizzes and mastery tests.

Instructional Planning and Support

American Literature is supported by a teacher’s edition featuring unit planning, and ancillary materials. The program includes a Teacher’s Resource Library including quizzes and tests and a CD-ROM Resource Library. The text includes reading tips for better comprehension, vocabulary words defined in context and in a glossary, as well as comprehension questions that provide for varying levels of comprehension.

Universal Access

Lessons can be adapted for students of varying skills and language abilities. Audiocassettes are available for students who need added reinforcement. Simplified alternative reading selections are available, however, they do not parallel the reading selections in the text. A more equal gender representation would make this an even stronger text. Students at this level might find the text more appealing if it were organized thematically rather than chronologically.

Program Organization

American Literature is well organized for teacher use. The teacher's edition contains a scope and sequence of skills, multiple literary selections and reviews within each unit, teaching tips, and discussion questions appropriately located in the margin notes.

Summary

Exploring Literature was adopted as a “partial” program for grade 8. It is a reading comprehension program that addresses the standards for vocabulary development, understanding and analyzing texts, and encouraging written responses to reading. It consists of a wrap-around teacher’s edition and a CD ROM Teacher’s Resource Library, which includes such ancillary materials as a student workbook, a vocabulary workbook, audiocassettes, and transparencies.

Content

This program provides substantial coverage of the standards in reading, particularly the Literary Response and Analysis 3.0 series (PE, p. 119). The program does not include etymology, but includes adequate coverage of literary and historical context clues and of vocabulary and conceptual development (Reading Standards, 1.0, PE, pp. 144 – 149).

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement through the program. Each selection is followed by a review that addresses progressive levels of critical thinking. Questions are grouped into the following categories: comprehension, identifying facts, understanding of main ideas, and understanding literature. It addresses literary elements such as character traits (PE, p. 112) and foreshadowing (PE, p. 133). The Teacher’s Resource Library on CD-ROM contains selection quizzes and mastery tests

Instructional Planning and Support

Exploring Literature is supported by a TE, which features unit planning, and ancillary materials. This program includes a Teacher’s Resources Library, which includes quizzes and tests, and a CD-ROM Teacher’s Resource Library. The text includes reading tips for better comprehension, vocabulary words defined in context and in a glossary, as well as comprehension questions that provide for varying levels of comprehension.

Universal Access

Lessons can be adapted for students of varying skills and language abilities. Audiocassettes are available for students who need added reinforcement. Simplified alternative reading selections are available, however, they do not parallel the reading selections in the text. *Exploring Literature* offers a balanced representation of writers with respect to gender and ethnicity.

Program Organization

Exploring Literature is well organized for teacher use. The teacher’s edition contains a scope and sequence of skills, multiple literary selections and reviews within each unit, teaching tips, and discussion questions appropriately located in the margin notes.

Summary

World Literature was adopted as a “partial” program for grade 8. It is a reading comprehension program that addresses the standards for vocabulary development, understanding and analyzing texts, and encouraging written responses to reading. It consists of a wrap-around teacher’s edition and a CD ROM Teacher’s Resource Library, which includes such ancillary materials as a student workbook, a vocabulary workbook, audiocassettes, and transparencies.

Content

This program provides substantial coverage of the standards in reading, particularly the Literary Response and Analysis 3.0 series (PE, pp. 248 - 249). The program does not include etymology, but does include adequate coverage of literary and historical context clues and of vocabulary and conceptual development (Reading Standards, 1.0, PE, pp. 347, 342).

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement through the program. Each selection is followed by a review that addresses progressive levels of critical thinking. Questions are grouped into the following categories: comprehension, identifying facts, understanding of main ideas; understanding literature (PE, point of view, p. 34; regionalism, p. 91). The Teacher’s Resource Library on CD-ROM contains selection quizzes and mastery tests

Instructional Planning and Support

World Literature is supported by a TE, which features unit planning, and ancillary materials. This program includes a Teacher’s Resources Library, which includes quizzes and tests, and a CD-ROM Teacher’s Resource Library. The text includes reading tips for better comprehension, vocabulary words defined in context and in a glossary, as well as comprehension questions that provide for varying levels of comprehension.

Universal Access

Lessons can be adapted for students of varying skills and language abilities. Audiocassettes are available for students who need added reinforcement. Simplified alternative reading selections are available, however, they do not parallel the reading selections in the text. A more equal gender representation would make this an even stronger text. The inclusion of science fiction and detective stories appeals to many readers at this level.

Program Organization

World Literature is well organized for teacher use. The teacher’s edition contains a scope and sequence of skills, multiple literary selections and reviews within each unit, teaching tips, and discussion questions appropriately located in the margin notes.

Dillie of a Sound Approach

A Dillie of a Sound Approach for Reading Success, K-3

Summary

A Dillie of a Sound Approach was adopted as a partial program because it meets the English-Language Arts content standards, K-3, in spelling, phoneme awareness, reading comprehension, systematic, explicit phonics, and vocabulary. This program has a phonics handbook for reading success, a teaching suggestions binder (TSB) for each grade, color coded videos and audio tapes, and ancillary materials.

Content

It is apparent that the author is knowledgeable about many elements of an effective beginning reading program. The students' decodable texts are well done. Grade 1 lesson objectives are extensive, however, the actual lessons do not provide adequate directions for teaching skills (Grade 1, TSB p. 3-5, 6-18, 6-19). Although not required by the standards, songs/chants are used in this program to assist learning.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement with a reasonable degree of accuracy. Formal assessment ideas and instruments are presented (assessment section of the TSB).

Instructional Planning and Support

There is no clear and concise manner in which a teacher can access lessons (Phonics Handbook, p. 46, "ng" lesson). The program does include a scope and sequence and a table of contents.

Universal Access

This program does not provide sufficient information and ideas to help the teacher address the needs of special student populations (TSB Channels of Learning, Phonics Handbook p. xviii).

Program Organization

This program is not sufficiently well organized as presented to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content (Phonics Handbook, TSB).

Educational Service Providers (**note to check record of change meetings**)

ESP's Spellphon, Phonic Flashcard System, K-2

ESP's Spellphon Reading Freedom Developmental, K-3

ESP's Spellphon Super Books Kits I and II, K-3

Summary

These three programs were combined into one and adopted as a single, partial program addressing standards in the spelling, phonemic awareness, reading comprehension, systematic, explicit phonics, vocabulary and writing strands. ESP's *Spellphon Phonics Flashcard System* consists of color-coded flashcards, six teaching charts, a teacher's manual and instructor's tape. ESP's *Spellphon Reading Freedom Developmental* contains a teacher's edition and five student workbooks. *Spellphon Super Books* Kit I includes 200 student decodable readers (5 copies of 40 titles), a teacher's manual, and blackline masters for take-home and activity books. Kit II also includes 200 decodable books, a teacher's manual and blackline masters.

Content

ESP's Spellphon Reading Freedom Developmental includes many exercises and decodable text that support developing proficient decoding skills. It does not provide sufficient coverage alone of the reading comprehension standards (Grade. 1, Reading standards 2.1-21.7). While there are some phonemic awareness activities included in this program, most of the activities are phonics activities (Kindergarten Reading standard 1.11, Kindergarten Developmental p. 9-12); some phonemic awareness standards are not addressed (Kindergarten Reading Standards 1.12, 1.13). Superbooks Kits I and II includes phonemic awareness, blending, and phonics with emphasis on word families (phonograms). Instruction in phonics is primarily implicit (TE Kit 1, pp. 19, 53). ESP's Spellphon Phonic Flashcard System presents lessons on phonemic awareness, and has a usable systematic and explicit phonics program. It is designed to teach phonics in a systematic (TE Table of Contents). Each group of sounds is color-coded.

Assessment

Assessment instruments are not adequate to help the teacher measure student achievement (TE p. 10, Reading freedom 4, p. 70). The Phonemic Awareness progress Chart assesses many phonics skills (TE, p. 25).

Instructional Planning and Support

The Teacher's Edition for Reading Freedom includes some helpful background information, however, it does not clearly state to teachers or students what skills are being supported by the written exercises in the student books (Teacher's Edition, pp. 45, 85, 117). The Spellphon Phonic Flashcard Teacher's manual is very clear and concise. Instructional planning and support is adequate (TE p. 2-3, 5). Clear instructional strategies for each lesson are provided in the TE for Super Books Kit.

Universal Access

Children with learning difficulties are mentioned, however, no suggestions are provided (Reading Freedom Teacher's Edition, p. 14). For lessons in Kits 1 and II, four separate, clear plans are provided to meet the needs of different populations of students (TE Kits 1 and II, p. 3). The Flashcard System supports a diverse population of learners as it stresses the need to pace the program according to the individual child's needs. (TE p.1).

Program Organization

The Reading Freedom Teacher's Edition is confusing because the table of contents does not have page numbers and units are not clearly marked within the books (Teacher's Edition, pp. 59 and 99). The Super Books Kits I and II are well organized (TE Kit I, p. 11-14; Scope and Sequence Chart).

Glencoe/McGraw Hill
Writer's Choice: Grammar & Composition, 6-8

Summary

This program was adopted as a “partial” language arts program in the areas of writing and grammar for Grades 6, 7, and 8. The program consists of a student book, a teacher’s wraparound edition, and numerous teacher resources. The publisher completed changes in the program to make the directions to teachers more explicit, and to align the student writing assignments with the recommended word counts in the content standards.

Content

This program adequately addresses the standards in writing and grammar, with a few exceptions. Each writing unit revolves around one domain (e.g. descriptive, narrative) and a major portion of each unit focuses on teaching the characteristics of that domain. For example, in grade 6 TE/PE p. 210-240 the unit on persuasive writing devotes separate chapters to stating a position, using facts and opinions, and gathering information. Thereafter, the student is expected to write, following the writing process, and using all the skills and concepts learned in the unit. The directions at this point, however, are not explicit enough to ensure success.

Grammar is covered in several ways. Each composition lesson contains grammar links with brief exercises. The links refer the teacher and student to additional lessons and practice in the grammar sections of the text. Ancillary resources and computer disks contain additional exercises. The materials provided make it possible to integrate the grammar with writing or to use in stand-alone lessons.

The publisher made a number of changes in the California edition to ensure better alignment with the standards.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards. Rubrics are provided for each writing type in the Teacher's Guide to Writing Assessment, Grades 6-8. Numerous tests are provided in the various practice books.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study. Each composition lesson is covered in four pages, using a four-part lesson design of focus, teach, assess and close. Writing models are extensively used and real world writing is stressed. The grammar is also covered in the four-part lesson design and includes the use of examples and practice. Each lesson includes notes on the use of other resources with corresponding page numbers.

Universal Access

This program provides numerous opportunities for the average student to acquire the skills and concepts addressed. Few opportunities are provided for English learners, advanced learners and struggling readers to receive sufficient and appropriate instruction.

Advanced learners: There are insufficient suggestions to accommodate advanced learners (L3). When a suggestion is provided, it is often to discuss or to do research, assuming that these skills have previously been taught and learned (Grade 7 TE p. 73, L3; p. 196, L3; Grade 8 TE p. 265, L3). There is no explicit instruction for the teacher to help students carry out these tasks.

English learners: Strategies suggested for use with EL students are appropriate for teaching all students (Grade 6, TE, p 24: Reading and writing poetry, looking for repetitions within poems; grade 7, TE, p. 232: "Students may choose report topics that by necessity include foreign words. Make sure they remember to underline or put into italic type any non-English words other than names. Students should supply an approximate English translation for any of the words. If there are several foreign words, a glossary should be included in the report; grade 8, TE, p. 355, writing plural and possessive nouns.)

Struggling learners: Instructional strategies suggested to support struggling learners are insufficient in number and many of them do not provide adequate, appropriate strategies for successful acquisition of the skill or concept. For example: Grade 7, TE, p. 270, L1: "Identifying the Main Idea: Some students may benefit from a closer look at the main-idea statements in persuasive writing. Bring in additional examples of persuasive writing, such as letters to the editor, editorials, and opinion pieces, and ask students to identify the main idea in each one." This suggestion does not provide instruction to further the students' understanding of how to identify the main idea. Another example can be found in Grade 8, TE, p. 290, L1: "Promoting a Book: have students design a newspaper or magazine advertisement to promote a book they liked. In addition, ask them to choose the image and write the text for a book jacket. (Have them look at examples of book jackets to get a feel for such writing.) Post the advertisements and book jackets. Students may measure the success of the work by seeing how many other students read the book they recommend." This activity does not address the objective of the lesson, i.e. how to write a book review.

Program Organization

This program is sufficiently well organized and presented so as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. To help with planning instruction, the Lesson Plan booklet provides a one-page summary of each lesson allowing teachers to check off desired items within the four-part lesson. Names and page numbers of ancillary resources, and space for homework assignments are provided.

Globe Fearon, Inc.

Be a Better Reader, Grade Levels 5-8

Summary

Be a Better Reader was adopted as a “partial” program in reading comprehension and vocabulary for students in grades 5-8 who are below grade level in reading. The program consists of student workbooks, Annotated Teacher’s Editions, and a Diagnostic and Placement Guide. It could be used as a supplemental program for instruction in expository text pertaining to content reading to address the needs of below grade level readers.

Content

Be a Better Reader adequately addresses the content standards in reading comprehension and vocabulary for grades 5-8. The reading level in the diagnostic guide state that Level A through Level G equate to grades 4 through 10 reading levels, however, the review panels felt that the reading content was not appropriate for fourth grade students. The review panels noted an absence of adequate teacher support and instructional direction (TE, pp. T4-T14). This results in the program being more of a practice piece, rather than an instructional instrument.

Vocabulary development for the program's targeted audience is addressed throughout. Each level contains a list of Context Clues and Concept Words (Level E, p. 176). Each reading lesson contains Word Clues and vocabulary lessons designed to teach patterns and meanings in English language vocabulary that are related to informational text reading (e.g. Level C, pp. 169-171).

Assessment

The assessment instruments are not adequate to help the teacher measure student achievement frequently and effectively during the course of study. *Be a Better Reader* provides a Diagnostic and Placement Guide that serves to place students in the program by analyzing the needs of readers in the areas of comprehension and language understanding. Each level contains four multiple choice assessment tests that may be used as pre- or post-assessment tools.

Instructional Planning and Support

There is minimal instructional planning and support throughout the program (TE, pp. T2 - T14). It was the consensus of the review panel that this flaw changed the effect of the program to the extent that the program did not adequately meet the standards addressed.

Universal Access

This program is designed to meet the needs of below grade level readers and to increase their reading rates and comprehension levels. However, the program does not directly address the needs of English learners and would need to be used by the teacher in conjunction with other materials designed to address the needs of those students.

Program Organization

This program is well organized, straightforward, and predictable. Each lesson is organized around a reading selection that is introduced by Background Information, Skill Focus, Word Clues, and Strategy Tip. Each lesson concludes with Recalling Facts, Interpreting Facts, and Skill Focus in simple question-and-answer format.

Globe Fearon, Inc.

Caught Reading Plus, Grade Level: 6-8

Summary

Caught Reading Plus is a grade 6-8 program that is meant to instruct older struggling readers by starting at the beginning levels of the reading process. It was adopted as a “partial” program in the areas of phoneme awareness, reading comprehension and vocabulary. It consists of Getting Ready, The First Time, The Second Time, The Third Time, The Fourth Time, The Fifth Time, The Sixth Time, The Seventh Time and a teacher’s manual for Getting Ready and Caught Reading.

Content

This program is designed as an intervention for students at grades 6-8 and is aligned with the K-4 standards. Although the review panel recognized the need for intervention programs at these grade levels, they did not think that this submission provided sufficient instructional materials for students to achieve mastery. However, the panel did think that the program could be used by experienced teachers who would know how to pace the program appropriately with their students. For example, all of the phonemes are taught in the first 14 pages of Getting Ready, and in Lesson 2 there is only one activity to teach kindergarten standard 1.10 (ending rhyming sounds).

Although this submission is standards-aligned, it does not adequately address the standards (K 1.0: Getting Ready, Chapter 2, Lesson 3; K 1.2: Getting Ready, Chapter 3, Lesson 3). It is based on fundamental skills, including systematic and explicit phonics, spelling, and basic skills instruction (Getting Ready) but it does not provide adequate coverage of those skills.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy and communicate that information to the student. Assessment is designed to place the student at the appropriate level, but it will not advance the objective of student acquisition and mastery of the content specified in the standards.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for the intended subject and grade levels. It does need some additional support for less experienced teachers in the form of time frames and more detailed planning.

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special students populations. It is written specifically for struggling readers who are starting the sixth grade with kindergarten skills. *Caught Reading Plus* could be used

by the teacher in conjunction with other materials that are designed to address the needs of the target audience.

Program Organization

This program is sufficiently well organized and presented. The materials reflect a logical, sequenced progression; however, the review panel determined that the program moves too quickly in Getting Ready to adequately meet the needs of the target population.

Globe Fearon, Inc.

Mastering Spelling, Grade Level: 6-8

Summary

Mastering Spelling was adopted as a “partial” program in the content areas of spelling, phoneme awareness, and grammar for grades 6, 7 and 8. The program is designed to assist at-risk students to bridge deficiencies in language arts. The program consists of five levels of student workbooks A – F and a teacher’s resource manual for each level.

Content

This program is not comprehensive, but it does contribute clearly and significantly to the course of study (spelling) in the grade levels identified for the targeted student population. It covers the applicable standards in sufficient depth so that the teacher is able to provide instruction (Grade 6, SE, level A, p. 2; Grade 7, SE; level D, pp. 34-37.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course of study with a reasonable degree of accuracy and to communicate that information to the student. The program includes a placement process. The student is assessed on previously studied spelling words at the end of each lesson and every two lessons an assessment in standardized test format is provided. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for the targeted student population and grade levels, consistent with the standards. Research is based on experimental longitudinal studies and long-established lists of high-frequency words.

Universal Access

This program provides sufficient information and ideas to help teachers address the needs of special student populations. The program addresses middle school students who have not been able to meet grade level standards in the area of spelling. The program assists at-risk students to bridge deficiencies in the language arts content area of spelling by providing a program that accelerates learning outcomes.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. Materials reflect a logical, sequenced progression and are presented in such a way that teacher and student alike are readily able to read and use the resources. The format of each lesson defines a spelling rule that is addressed in the standards, with

practice provided through the use of word sorts, grammar practice and phonetic spelling. Students are able to use the program without additional materials.

Globe Fearon, Inc.

Reading Comprehension Workshop, Grade Level: 6-7

Summary

Reading Comprehension Workshop was adopted as a “partial” program in the areas of reading comprehension, writing and vocabulary for grades 6 and 7. It was not adopted at grade 8 because it does not address the grade 8 writing standards. It consists of six separate but related texts: Crossroads, Insights, Momentum, Perspective, Reflections and Spectrum, each of which is accompanied by an Annotated Teacher's Edition.

Content

This program addresses most of the reading comprehension and vocabulary standards for grades 6 and 7, provides adequate coverage, and is based on fundamental skills. The program provides basic skills instruction that is systematic and explicit, and is otherwise consistent with subject matter content provisions of the implementing regulations for grades 6 and 7.

Five out of 13 writing standards at grade 6 and four out of 14 at grade 7 are addressed. Because the grade 6 writing standard 1.0 requires students to write "clear, coherent and focused essay" is not taught, the publisher's attempts to satisfy other writing standards such as 2.0 and 2.1 (writing applications and writing expository compositions, respectively) for which standard 1.0 is identified as being a pre-requisite, fall short of the mark (standards 2.0 and 2.1). For example, nearly all the publisher-provided references for standard 2.0, with the exception of Spectrum, p. 75, which is poetry, primarily provide lessons in paragraph writing with few opportunities for writing 500-700 word essays in each genre (Crossroads, pp. 22 and 93, and Insights, pp. 20 and 60). Other than the example found in Crossroads, p. 118, none of the publisher's examples of expository composition writing are associated with that domain.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy, and to communicate that effectively to the student. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards. The requirement that students support each answer with a written statement explaining their reasoning is noteworthy as it fosters critical thinking and reinforces and deepens the thought processes necessary for students to improve achievement (Spectrum, pp. 4, 34 and 88 and throughout the program). The publisher inadequately addresses feedback to the student's family, however.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for intended subjects for grades 6 and 7, and is consistent with standards.

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations. Tips for teaching English learners are embedded within the instruction and are noteworthy (Spectrum TE, pp. 6, 53 and 80 and throughout the program). The publisher's use of diverse cultural non-fiction expository text is noteworthy (TE, p. T10).

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used effectively and efficiently by the teacher to convey the subject matter content of the intended course. Materials reflect a logical, sequenced progression. However, the requirements for students to jump forward several pages in each lesson from the Introducing Strategies section to the short story and then back to the Practicing and Applying Sections appears to be an unnecessary impediment to an otherwise well organized program.

Globe Fearon, Inc.

Reading in the Content Areas: Strategies for Reading Success, 5-8

Summary

Globe Fearon's *Reading in the Content Area: Strategies for Reading Success* is a “partial” program adopted for reading comprehension in language arts, science, math, and history/social science. This grades 5-8 program, targeted for students who read below grade level, consists of Student Books (A, B, C, and D), a Teacher's Resource Manual for each level and a Placement Guide.

Content

This program covers a substantial portion of the standards. While reflecting a reading level of grades 4-7, this program was found to be exemplary in that it addressed the needs of students in grades 6-8 to become proficient readers in expository text reading and analysis. The program allows teachers to assist students who are struggling as effective readers of expository text by using content-specific materials at a level of reading difficulty appropriate to these students. The program explicitly teaches comprehension skills and strategies that are outlined in the Teacher's Resource manual for each of the four levels. Comprehensive coverage of roots/affixes and context clues is found throughout (Book B, pp. 13, 33, 60, 70-71, 76, 85; Book C, pp. 27, 40, 48, 80; and book D, pp. 6, 35, and 84). Key types of organizational structures are addressed (Book A, pp. 21, 46-sequential; Book B, p.45 - compare and contrast; and Book C, pp. 46, 73-cause /effect). Another area of strength is the program's opportunity for practice in note taking, outlining, main idea, and summarizing.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently throughout the course with a reasonable degree of accuracy and communicate that information to the student and the student's family. The program contains both formal and informal assessments to evaluate individual progress (Book B, p. 34 and throughout). Performance assessment is seen in the extensive use of outlining and graphic organizers.

Instructional Planning and Support

Instructional planning and support is sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for the intended subjects and grade levels, consistent with the standards. Research-based activities/strategies such as KWL, outlining, predicting and confirming, and appropriate use of graphic organizers are found throughout the program (Book A, p. 51; Book B, p. 25). Each Teacher's Resource Manual contains a forward that addresses the research base for the program (TM, pp. 4-5).

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations. The concept behind the program is to facilitate

reader comprehension of content area text through repetition of concepts and patterns (Book B, pp. 8-9, 32, 49, 63; Book C, pp. 7, 66, 87; Book D, pp. 4-5, 48, 78, 94). Advanced readers may also benefit from the content area comprehension strategies that are taught. Suggestions for struggling readers can be found both in the teacher's manuals and in the student texts.

Program Organization

This program is sufficiently well organized and presented to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. The materials reflect a logical, sequenced progression. Each level (A-D) presents four strategies for reading comprehension throughout the level. These four strategies are included in each content area (language arts, mathematics, science and history/social science). This organizational format encourages a student's family to participate in the educational process.

Globe Fearon, Inc.

The Pacemaker Curriculum, English Composition, Grade Level: 6-8

Summary

The Pacemaker Curriculum, English Composition, was adopted as a “partial” program for grades 6-8 in the area of writing and grammar. It consists of a student text, self-study resource kit with an accompanying student workbook, and a teacher resource binder. This program is designed for students whose achievement is below grade level, and is written at a 4th grade level.

Content

This program adequately addresses the writing and grammar standards for grades 6, 7, and 8 and is based on fundamental skills. It provides basic skills instruction that is systematic and explicit, but at a 4th grade level. Although most of the program, addresses the standards, only two organizational patterns were found: logical and chronological. It is recommended that this program be used in conjunction with materials that provide more opportunity for applying the writing skills taught in this program. .

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy and to communicate that information to the student. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards. No examples were found where the publisher provided feedback to the student's family.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives, and student work for intended subjects and grade levels.

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations.

Globe Fearon, Inc.

The Pacemaker Curriculum, Basic English, Grade Levels: 6-8

Summary

The Pacemaker Curriculum, Basic English, was adopted as a “partial” program for grades 6-8 in the areas of grammar and conventions. It consists of a SE, a Classroom Resource Binder, a critical thinking workbook, an answer key and a self-study resource kit. The targeted population for this program is students in grades 6-8 who are reading at a 4th grade level.

Content

This program addresses the standards and is standards-aligned. It provides basic skills instruction that is systematic and explicit and is consistent with the subject matter content provisions of the implementing regulations. The references drawn from other subject areas are scholarly and accurate in relation to the other subjects.

The Pacemaker Curriculum, Basic English addresses six of the seven standards in written and oral language in grades 6, 7, and 8. It can be used one section at a time to fit the needs of students and teachers. The area of punctuation is adequately covered (SE, pp. 12-13, 16-39, and 48-49). It also adequately covers areas in Written and Oral Language Conventions in grade 8 (SE, pp. 2-15, 228-241, and 242-253). This level of coverage is consistent throughout the program. The program could be strengthened by linking it to the written and oral conventions as directed by the standards.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy and communicate that information to the student. Assessment’s designed to advance the objective of student acquisition and mastery of the content specified in the standards. There are pre-tests and post-tests for every unit, as well as culminating reviews to check on the student's progress.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for the intended subject and grade levels, and is consistent with the standards. The Classroom Resources Binder provides planning and support for each unit in the book. There is also a student checklist to aid the students in plotting their own progress. There are opportunities for re-teaching and extensions of each lesson.

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations. The text is written on a 4th grade level to accommodate struggling students in grades 6-8.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used effectively and efficiently by the teacher to convey the subject matter of the intended course. The materials reflect a logical, sequenced progression.

Globe Fearon, Inc.

Success in Writing, Grade Levels: 6-8

Summary

Success in Writing was adopted as a “partial” program in the language arts content areas of writing and grammar to provide an explicit and systematic instruction for students in grades 6 and 8 who need support in the area of writing and grammar. The program consists of four student workbooks: Writing to Persuade, Writing to Tell A Story, Writing To Explain, and Writing To Describe. A fifth student workbook, Grammar Skills for Writers, addresses specific areas of grammar, usage, and punctuation. *Success in Writing* has a Teacher’s Resource Manual.

Content

This program adequately addresses the content standards in writing with a demonstrated emphasis in covering the grade 6 content standards (Writing to Explain, pp. 9, 14-16, 34-38). Grade 7 and 8 content standards are covered, but not to the same extent as grade 6. This program provides basic skills instruction in the selected standards and provides the practice needed for the students to achieve mastery.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy and to communicate that information to the student. In the Teacher's Resource Manual (pp. 8-31) assessment rubrics and samples of student writing are provided for a persuasive essay, a narrative essay, an expository essay, and a descriptive essay.

Assessment is designed to advance the objective of student acquisition and mastery of the content standards in writing with most of the grade 6 standards being addressed. Before the student begins a chapter in the workbook, a student self-assessment form is completed (TRM, p. 107). It helps focus the student on the intended purpose for writing. The checklist guides the student in pre-writing requirements, reviewing the writing process and analyzing their work at the end of the chapter. A peer-assessment checklist is also part of the program to guide students in a peer review process of revision and evaluation.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study in the content areas of writing and grammar for grades 6-8. The content area of grammar is covered adequately as a separate student workbook, but might lend better instructional support if embedded in each of the other workbooks. Teachers are provided with a systematic format that addresses grade level content standards.

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations. The program addresses a sense of urgency in

providing an explicit and systematic course of study for students in grades 6-8 who need support in conjunction with other languages arts programs.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used by the teacher efficiently and effectively to convey the strands of effective writing, to describe, to persuade, to tell a story and to explain. The subject matter content of the intended course reflects a logical and sequential progression with units, chapters and lessons following a consistent format. The format provides an overview of the particular mode of writing, a step-by-step process that takes the student through the modes of writing, three examples of the modes of writing and two assignments for practice writing. The materials are presented in an organized and easy-to-follow sequence that allows the teacher to instruct and the student to learn.

Globe Fearon, Inc.

World of Vocabulary, Grade Levels 6-8

Summary

World of Vocabulary was adopted as a “partial” program in the area of vocabulary for grades 6-8. It addresses some of the standards in these areas, but does not provide in-depth coverage, particularly of more sophisticated content areas. The program consists of annotated teacher's editions, student workbook editions, answer keys, and a Diagnostic and Placement Guide. It can be used to instruct students in the area of vocabulary, but due to the limited scope of the program, it should be used in conjunction with other materials in order to fully address the standards.

Content

Of the ten standards for vocabulary and concept development in grades 6-8, *World of Vocabulary* does not cover standards 1.2, 1.3 and 1.5 in grade 6; nor does it cover standard 1.2 in grades 7 or 8. For the standards that require students to use context clues to determine the meaning of a word (grade 6, standard 1.4; grade 7, standard 1.3; grade 8 standard 1.3) the program requires students to use words in context, but does not specifically teach context clues such as definitions, synonyms, antonyms, and series. For the standard that requires students to analyze idioms, analogies, metaphors and similes (grade 7, 1.1; grade 8, 1.1) the only concept addressed is analogies.

Assessment

The program contains a Diagnostic and Placement Guide and an answer key for student work pages. These instruments are not adequate to measure student achievement in relation to the content standards as the program does not address all of the standards in the vocabulary strand.

Instructional Planning and Support

Instructional planning and support are not sufficient for a successful course of study.

Universal Access

The *World of Vocabulary* does not provide sufficient information and ideas to help teachers address the needs of special student populations.

Program Organization

World of Vocabulary is sufficiently well organized as to allow the materials to be used effectively, however, the subject matter is not adequately addressed.

Globe Fearon, Inc.

Writing Across the Curriculum, Grade Levels 6-8

Summary

Writing Across the Curriculum was adopted as a “partial” program which addresses the needs of targeted student populations performing below grade level in the area of writing. The program consists of teacher resource manuals and consumable student texts. Although this program does not fully address the standards (weaknesses noted below) it does address the beginning levels of the standards and would be a useful instructional program to begin to prepare students whose achievement is significantly below grade level. It may be particularly useful for content area teachers because of its consistent use of the writing process.

Content

The program does address some writing standards, but does not address writing standards 1.4 and 1.5 for grade 6; 1.6 for grade 7; or 1.4 for grade 8. In addition, several of the other standards are inadequately addressed. For example, the program contains a writing mechanics checklist, but does not explicitly teach written and oral English language conventions such as sentence structure, grammar, punctuation, capitalization and spelling. The definition of literary response is misinterpreted in some lessons. For example, the students are asked to write a report about the history of a genre of author rather than a detailed analysis or judgement of a work of literature (Teacher’s Edition, *Writing About Literature*, pp. 20-29). Other examples of how to write a response to literature do address main ideas and details (SE pp. 32-33); plot (SE, p. 34-35); and point of view (SE pp. 36-37; however, these lessons would better align with standards if students were then asked to write 500-700 word response to literature, as required in writing standard 2.4 for grade 6 and writing standard 2.2 for grades 7 and 8. Students begin to make judgements about literature by writing short answers to prompts, but they do not write an essay as described in the standards (SE, pp. 48-49). Students are given a list of suggested topics for literary response, but a written model of a response is not provided (SE, pp. 58-59).

The program does not explicitly teach transitions such as “furthermore”, “in addition”, “however”, and “for example”, as required in writing standard 1.6, grade 6; 1.1, grade 7; and standards 1.2 and 1.6, grade 8. It contains student checklists which remind students to use transitions, which is an indirect rather than an explicit approach (SE, *Writing in Social Studies*, pp. 24 and 75; SE, *Writing in Science*, p. 38; SE, *Writing About Literature*, pp. 28 and 75; SE, *Writing in Math*, p. 40).

This program does not require students to anticipate and address reader concerns and counter-arguments in persuasive writing as required by standard 2.5 for grade 6 and standard 2.4 for grades 7 and 8 (SE, *Writing in Social Studies*, pp. 50-51; 56-57; SE, *Writing About Literature*, pp. 10-11; SE, *Writing in Science*, pp. 64-65; SE, *Writing in Math*, p. 69).

Standard 1.2 for grade 6, which requires teaching of multiple paragraph expository compositions which engage the interest of the reader and state a clear purpose, is not adequately addressed by the program. Students are given guidance on how to write a thesis, but the program falls short of teaching or modeling how to write an engaging "hook". The program addresses writing an outline for a speech with instruction on identifying an audience, but does not instruct on how to get the audience's attention (SE, Writing About Literature, pp. 50-51). It addresses writing a biography, with no instruction on how to engage the reader (SE, Writing in Social Studies, p.74).

Assessment

Although the assessment instruments, ideas and recommendations are useful for teaching writing, the content of the rubrics and the checklists does not adequately address the scope of the standards. For instance, a writing self-assessment checklist is recommended for use throughout the program to guide students in thorough revision and editing. However, the checklist is only valid for expository or research report writing. The checklist does not provide the pragmatics to support each writing domain (e.g. setting, complex characters, plot for narrative writing; counter-argument for persuasive writing). The publisher stated that "models help students assess themselves," in the "What You'll Write" sections of the program. However, the "What You'll Write" sections are activity directions and a complete model essay was not found.

Instructional Planning and Support

For the content standards that were addressed, instructional planning and support are sufficient, and include pedagogy and student work that are reasonable and appropriate.

Universal Access

Writing Across the Curriculum provides some ideas to help the teacher address the needs of special student populations. However the needs of these students could be more fully aligned if this program is used in conjunction with other materials designed to meet those needs.

Program Organization

Writing Across the Curriculum is sufficiently well organized and presented as to allow the materials to be used effectively and efficiently for the standards it addresses.

Great Source Education Group
Write Source 2000 6-8
Daybooks of Critical Reading and Writing, 6-8
Vocabulary for Achievement, 6-8

Summary

Write Source 2000 was adopted as a “partial” program to address the areas of writing and written and oral English language conventions in grades six through eight. At each grade level the materials include a student handbook, a Skills Book (grammar and editing workbook), a program guide, and supplemental lesson plans and assessments. The publisher added samples of student work at four skill levels, and rubrics for teachers and students to use in evaluating student work. The following additional programs were adopted, if combined with Write Source 2000. They consist of a student workbook and teacher’s edition for each grade level:

Daybooks of Critical Reading and Writing, 6-8 was adopted as a partial program in the areas of reading comprehension and literary response and analysis in grade 6-8. **Vocabulary for Achievement, 6-8** is an SAT preparation program for grades 6-8 in the area of vocabulary. The 30 six-page lessons per grade level include activities on pronunciation, parts of speech, usage, definitions, etymologies, and related words. Lessons contain reading comprehension and writing assignments.

The Write Source 2000

Content

The Write Source 2000 adequately addresses the standards for writing and oral language conventions for grades 6-8. This program uses multiple texts to present the process of writing, the forms of writing, and the conventions of English grammar and usage. It uses a consistent format for all three grades. The student handbook explains the writing process, forms of writing, and the tools of learning. It also contains reference materials and hints for improving reading and study strategies. Each Skills Book includes practice exercises arranged under the headings: proofreading activities, sentence activities and language activities. While each genre is explained, appropriate differentiation between writing paragraphs verses essays in each genre is not evident (Handbook, pp. 110-111;115-122,175-178). Writing standards for grades 6-8 requires students to write genre-specific essays of 500-700 words in length (writing strand 2.0). The publisher specifically added student activities and rubrics to specifically address this requirement. In each of the Skills Books more grammar exercises specifically pertinent to bilingual students were included.

Assessment

The assessment tools and guidance for teachers regarding the grammar-based portions of the program are adequate. Some guidance is provided for the evaluation of student writing. Both the student handbooks and the program guides provide rubrics for self, peer and teacher evaluation. However the rubrics do not vary significantly for different

genre, nor do they differentiate substantially between paragraph length pieces and essays. The suggestions for teachers regarding student portfolios are appropriate and effective.

The publisher added writing models to illustrate an excellent, good, fair, and poor piece of writing in each genre at each grade level.

Instructional Planning and Support

Instructional planning and support are adequate for a successful course of study. All of the necessary instructional components are addressed, yet there was some concern that as teachers use the materials they would not easily access the suggested writing process teaching strategies, particularly those regarding thinking/prewriting, planning and multiple drafting. In each program guide these materials claim to be reflective of current and confirmed research.

Universal Access

The broad scope of these materials may provide accessibility for all students, but there are no specific suggestions for teachers.

Program Organization

The submission is sufficiently well organized to allow the materials to be efficiently and effectively used by the teacher to plan daily lessons and longer units. The publisher added a "Note to Instructors" at the beginning of the program guide explaining the content and purpose of the "Lesson Plans and Assessments" document.

Daybooks of Critical Reading and Writing, 6-8

Content

Daybooks was adopted provided it is combined with Write Source 2000 6-8. Alone, *Daybooks* does not provide adequate coverage of the standards, however, combined with the Write Source this program supplements the course of study in the areas of reading comprehension and literary analysis. In this program, students are provided with short reading selections and activities designed to enhance reading comprehension and literary analysis. However the brevity of the activities and the lack of explicit instruction result in inadequate coverage of many of the standards. The materials do not provide explicit instruction for the standards (grade 6, 2.7 - 3.1, 3.8; grade 7, 2.1, 2.2, 3.0, 3.1, 3.2, 3.3, 3.4; grade 8, 2.1, 2.4, 2.6, 3.1, 3.7).

Assessment

Assessment instruments, ideas and recommendations are not adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy and communicate that information to the student and the student's family. Although each lesson includes a "Quick Assessment" for the teacher to evaluate students performance, insufficient guidance is provided for the teacher to consistently and effectively evaluate student responses. A chart is provided for teachers to record their subjective evaluation of student performance on a weekly basis (TE o. 25). There is no home/school link built into the program.

Instructional Planning and Support

Instructional planning and support are sufficient in the teaching notes for each lesson. Current and confirmed research of Langer, Rosenblatt and Scholes is cited by the publisher.

Universal Access

This program does not provide sufficient information and ideas to help the teacher address the needs of special student populations. Although appropriate, the reading selections tend to be difficult and follow-up exercises are complex.

Program Organization

The program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter. The program is not organized sequentially. Instead, the Teacher's Edition suggests that teachers select lessons as appropriate and integrate them into larger literature units.

Vocabulary for Achievement 6-8

Content

Vocabulary for Achievement 6-8 consists of a teacher's edition and a student book for each grade level, and, although it does not address a significant portion of the language arts content standards, could be a useful tool for SAT preparation. Eighty percent of the words chosen in the program appear frequently on SAT lists (all TE, p. v). The 30 six-page lessons per grade level include student activities on pronunciation, parts of speech, usage, definitions, etymologies, and related words. Each lesson contains a reading comprehension passage and a writing assignment. Many analogy exercises are included. However, the program does not provide adequate coverage of the standards:

Grade 6: reading 1.0,1.2 (no multiple meanings), 1.3 Spanish only, 1.4,1.5

Grade 7: reading 1.1 (analogies only), 1.2,1.3

Grade 8: reading 1.1 (analogies only), 1.2,1.3

The program is not consistent with the subject matter content evaluation criteria. Most of the lessons are built on themes with little attention to the systematic instruction of morphological structures (SE grade 7, pp. 21-26; TE grade 8, pp. 41-46).

References drawn from the content areas in the comprehension passages seem to be scholarly and accurate.

Assessment

Assessment instruments are accurate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy. A multiple choice test for every three lessons is provided in the back of the Teacher's Edition (SE grade 6, p. 98; TE grade 8, pp. 37-38).

Instructional Planning and Support

Instructional planning and support are not sufficient to meet the vocabulary content standards in grades 6-8. The summary document cites research by Steven Stahl and Isabel Beck as the basis for the program, but this information is not referenced in the Teacher's Edition.

Universal Access

This program does not provide sufficient information and ideas to help the teacher address the needs of special student populations.

Program Organization

The program is well organized and easy to use. The lesson format is consistent throughout.

Great Source Education Group

Write Source Language Program: The Writing Spot, K; Write One, 1; Write Away, 2; Write On Track, 3; Writers Express, 4-5; All Write, 5-8

Summary

The Write Source Language Program was adopted as a “partial” program in the areas of writing and written and oral English language conventions for kindergarten through grade 8. It consists of a teacher’s program, lesson plan and assessment book for each grade level, a big book for whole class instruction for grade K, a “Buddy Book” for students in grades K-1, a handbook for grades 1-8, a sourcebook for grades 1-8, and a teacher’s guide to the handbook for grades 1-8.

Content

This submission does not provide adequate coverage of the standards. Although submitted as a writing program, this program provides a section on the implicit teaching of phonics that is fundamentally contrary to the standards (Program Guide grade K, "Word Study Phonics", Teacher's Guide grade 1, p. 54; Handbook grade 2, pp. 176-179; Handbook, grade 3, pp. 198-199; Handbook, grade 4-5, pp. 256-257). The program attempts to cover standards in the areas of writing and written and oral English language conventions; however, they are not covered in sufficient depth and are not addressed as per this representative sample:

Grade K	Standards	1.0,1.2,1.3 (writing) 1.0, 1.1, 1.2 (written and oral English language conventions)
Grade 2	Standards	1.0, 1.2, 1.3, 1.4, 2.0, 2.2 (writing) 1.0, 1.1, 1.2, 1.3, 1.8 (written and oral English language conventions)
Grade 4	Standards	1.0, 1.1,1.2, 1.4, 1.8, 1.0, 1.10, 2.2, 2.3, 2.4 (writing) 1.0, 1.1, 1.2, 1.3, 1.5, 1.6, 1.7 (written and oral English language conventions)
Grade 7	Standards	1.0, 1.1, 1.2, 1.5, 1.6, 1.7, 2.0, 2.2, 2.3 (writing), 1.0, 1.2, 1.7 (written and oral English language conventions)

Because the standards for each grade level are specific, it is necessary for the publishers to design materials that specifically address them. Teacher's editions for *Writers Express* and *All Write* do not provide specific grade level instruction.

Assessment

Assessment instruments, ideas and recommendations are provided to help the teacher measure student achievement. The rubrics do not provide adequate comparative grade level data to assist teachers in effectively assessing student writing. Lesson Plans and Assessments for the California Reading Standards are provided at each grade level. They are a helpful resource and direct the teacher to the many sources provided in the program.

It would be helpful if the teacher was directed first to the Lesson Plans and Assessment document.

Instructional Planning and Support

Instructional planning and support are adequate for a successful course of study. All of the necessary instructional components are addressed, however, the materials are cumbersome to use. The program does not reflect a logical sequential progression. Some of the research is not reflective of the basis behind the California Reading Initiative (Collection of Article on Beginning Reading Instruction, Comprehensive Reading Leadership Program (AB 3482)),

Universal Access

This program is acceptable in terms of addressing the needs of special student populations.

Program Organization

This program is sufficiently well organized to allow the materials to be used effectively and efficiently by the teacher to conveniently and expeditiously plan day-by-day lessons and longer units. The handbook is student friendly. It is colorful and the illustrations have high student interest.

Hampton-Brown
Phonics and Friends, K-2

Summary

Phonics and Friends was adopted as a “partial” program in phonemic awareness, systematic, explicit phonics and vocabulary, for K-2. It consists of a package of materials for each grade level kindergarten through grade 2. Each kit contains a teacher’s guide, Phonics Storybooks, Sing-Along songs Big Book, Sing-Along Songs CD, Sing-Along Song and Story Tape Set, Rhyme Cards, Let’s Read Big Books and Classroom Sets of decodable books.

Content

This program is adequately aligned with the standards (grade 1, explicit phonics: 1.5, 1.9). *Phonics and Friends* is a partial program designed to provide resources for direct instruction in systematic, explicit phonics, phonemic awareness (kindergarten, phonemic awareness, 1.9) and vocabulary (grade 1, vocabulary, 1.17). Instruction is systematic and explicit, especially in the areas of phonemic awareness, phonics and vocabulary (Level C, TE, pp. 18-28). The decodable texts are clearly written and well illustrated. The text is kept as natural as possible, an important consideration when teaching comprehension (Level B, Storybooks for Me).

Assessment

Assessment instruments, ideas and recommendations are more than adequate to help the teacher measure achievement frequently throughout the course of study, with a reasonable degree of accuracy. This makes it possible to communicate that information to the student and the student's family. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards (Level B, TE, p. 27).

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study. The program includes pedagogy that is reasonable and appropriate for the instructional objectives. The suggested student work for the intended subjects and grade levels is consistent with the standards.

The materials are solidly based on current research (Stanovich, Ehri, Cunningham, etc.). The Teacher's Guide should prove a valuable resource to veterans and novices alike.

Universal Access

Phonics and Friends provides sufficient information and ideas to help the teacher address the needs of special student populations. There are many practical suggestions for teaching English learners (Level B, TE p. 43). Ideas are provided for reinforcement and enrichment. Many of the activities for gifted children would benefit all children (Level B, TE, p. 47).

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used effectively and efficiently by the teacher to convey the subject matter content of the intended course. Materials reflect a logical, sequenced progression and are presented in such a way that teacher and student alike are readily able to read and use the resources. Take-Home Letters in many languages that form envelopes to hold the children's work should prove especially helpful to parents (Level A+, TE, p. 351).

Handwriting Without Tears, Inc.
Handwriting Without Tears, K-4

Summary

This program was adopted as a “partial” program in handwriting, for grades kindergarten through four. It includes teacher’s manuals, student workbooks, student double lined notebook paper, and manipulatives including wooden pieces and slates. There are wall charts for the classroom and an instructional video for the teacher.

Content

This series systematically addresses specific penmanship standards (Kindergarten writing, 1.4; grade 1, writing, 1.3; grade 3 writing, 1.2 and grade 4, writing, 1.4). This program consists of numerous materials designed to help the teacher and the student with developing printing and cursive skills. The acquisition of fluent legible penmanship in early grades facilitates a development of fluent written expression. There is a missed opportunity in this program for guided instruction in punctuation.

Assessment

The program includes detailed guidelines for the teacher to assess the students' progress. The student texts are illustrated and designed to help the students with self-assessment (Printing Power, grade 2, PE, p. 31; Cursive handwriting, grade 3, PE, pp. 32-33). The Teacher's Guide provides directions for the teacher to give corrective feedback (grade 3 and 4, Cursive Teacher's Guide, TE, p. 29).

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study in penmanship in kindergarten and grades 1-4. The TE includes information needed to teach the program with coaching suggestions to reinforce handwriting skills (grade 1-2, printing Teacher's Guide, TE, pp. 8-12).

Universal Access

This program provides sufficient suggestions and information to help the teacher address the needs of special student populations. The program has a variety of lined practice papers designed for use by students at various stages of penmanship development. Specifically designed manipulatives are included to help the students form letters correctly(grades K-4, TE, pp. 18-28). This program is especially useful for children with spatial, visual and motor memory problems. Strategies for use with left-handed children are included (Grades K-4, TE, p. 13) and student pages are designed so that the left-handed student will also see models of writing (grades K-4, TE, p. 48). Teaching strategies, including repetition, whole body movement, and oral language, are helpful for limited English students (grades K-4, TE, p. 19).

Program Organization

This program is sufficiently well organized and presented to allow the materials to be used by the teacher to convey the subject matter content of the intended program. The

three teacher's guides are organized to guide the instruction in readiness, printing and cursive stages of penmanship development. Students can be introduced to this program at any of the three stages. There is a missed opportunity to include communications to the student's family.

Harcourt Brace School Publishers
Collections, K-3

Summary

Collections, K-3, was adopted as a “basic” program for grades K-3. The program consists of teacher’s guides, student texts, various teacher’s resource materials, and other ancillary materials. This comprehensive program provides the full course of study addressing all of the reading/language arts standards for grades K-3. The publisher made minor changes to bring this program into closer alliance with the language arts standards.

Content

The comprehensive program provides the full course of study addressing all of the language arts content standards for grades K-3. For example, kindergarten reading standard 1.1 regarding concepts about print is addressed in each lesson through the use of shared readings of big books (TE K, p. 108, "Read Aloud/Read Along"). Lessons that incorporate the third grade reading comprehension standards in strand 2.0 are included each week (TE, grade 3., p. T155, T203). The publisher added a resource manual instructing teachers on beginning reading skills including phonological awareness and phonics skills utilizing current and confirmed research as noted in the Reading Language Arts Framework, 1999. The use of the word "decode" was clarified. The section in *Collections, K-3*, titled "Reading Fluency", was made more complete, and more precise directions were included. The model for teaching blending in the first two units of grades 1-3 was made more explicit to ensure that teachers systematically and consistently instruct students on how to blend decodable words that are regular, irregular, or unfamiliar.

Assessment

A variety of assessment instruments are available to the teacher, including Reading Skills assessment, Holistic Reading Assessment, Reading/Writing Performance Assessment, and Selected Comprehension Tests. Other assessment resources are located in the "Additional resources" section of the Teacher's Edition (TE, grade 3, pp. R80-R107). In the Reading Fluency section, the "Individual Reading Inventory" was removed as the instrument is unreliable and often provides invalid information. Fresh "new reads" were added for reading fluency assessments, and oral reading fluency norms were added for the primary grades.

Instructional Planning and Support

Kindergarten lessons are systematically designed with scripted lessons (TE, kindergarten, pp. Y392-T403). Grades 1-3 lessons include a weekly planning guide including pre-teaching, reading, responding, and extending skills and strategies (TE, grade 3, pp. T364-365). Additional practice books for grammar and spelling are available.

Universal Access

Suggestions for meeting student's needs are offered in the "Reaching all Learners" sections of the Teacher's Guide (TE, grade 3, p. T375, p. T377). Multi-level

supplemental readers are provided (TE grade 3, p. T367). The ESL Manual is an additional resource for universal access.

Program Organization

The program is well organized. The progression is logical and sequenced. Home-school connections are available (TE, grade 3, pp. xvi, R18, R42, R65).

Harcourt Brace School Publishers
Harcourt Brace Spelling, 1-6

Summary

Harcourt Brace Spelling is a “partial” program in the area of spelling. It consists of teacher guides, teacher resource books, student books, cassette tapes, and transparencies. The program also includes a penmanship program, writer’s guide, thesaurus, dictionary, assessment, extension activities, instructional accommodations for English language learners, and tests on cassettes.

Content

This program addresses all of the spelling standards in grades 1-6 (TE, grade 1, pp. 68-69; "Short "a". TE, grade 3, p. 82, "Compound Words"). The lessons focus on consistent spelling patterns based on phonology and word structure.

Assessment

This program includes a comprehensive assessment component based on a test-study-test format (Levels 1-6, TE, p. TE14). Every sixth unit in levels 2-6 is a review lesson (Levels 1-6, TE, p. 12). Diagnostic skills check inventories are included in levels 2-6. Trial tests, midweek tests, weekly end-of-unit tests, dictation sentences, spelling error analysis, 6-week, 9-week, mid-year, end-of-year tests are included (Levels 1-6, TE, pp. TE15-TE16).

Instructional Planning and Support

This program provides sufficient instructional planning and support. Three-day and five-day assessment guides are offered (Level 1, TE, p. 119 E). Lesson plans are presented in a wrap-around format (Level 1, TE, pp.120 - 121).

Universal Access

The program provides information and ideas to help the teacher address the needs of special student populations. The booklet: Suggestions and Activities for limited English Proficient Students is included for each level. Each lesson has a "For Children with Special Needs" section with instructional strategies appropriate for children with learning difficulties and English language learners (Level 1, TE, p. 131F).

Program Organization

The program is well organized with instructional units that have an introduction, skill development, and closure (Levels 1-6, TE, pp. TE10-TE12). Ideas are given for encouraging student's families to participate in the educational process (Level 1, TE, p. 119B, "For the Home").

Holt, Rinehart and Winston

HRW Adventures in Literature, Athena Edition, 6-8

Summary

Adventures in Literature consists of literature anthologies and accompanying teacher materials for grades 6-8 and was adopted as a “partial” program in the areas of reading comprehension, vocabulary, literary analysis and writing for grade seven only. It also addresses some of the standards in the areas of English language conventions, listening and speaking, but not enough of the standards were addressed for it to be recommended for adoption in those areas. Short stories and excerpts of longer works are grouped in three anthologies. Also included are test generators, audio resource binders, selection tests, teaching resource books, and fine arts transparencies.

Content

Adventures in Reading consist of short stories and excerpts of longer works grouped in three anthologies, test generators, audio resource binders, selection tests, teaching resource books, and fine arts transparencies. Objectives are specified for each of the stories (p. 383A, Introductory Course TE) and reinforced by Study Guide worksheets and questions at the end of each selection. Language arts vocabulary skills supported by Language Skills worksheets and Building Vocabulary worksheets are referenced to the reading selections (Adjective Clause Worksheets, p. 58, in *First Course*, Teaching Resources A contains materials referenced to "The Medicine Bag" short story, p. 32, in the *First Course* text).

A glossary defines new words presented in the stories. Writing is integrated with the literature units in assignments provided at the end of each reading selection (p 334 *First Course*) and additional writing materials are available in the Fine Arts Transparency Reference Book (p. 1, Unit 5, *First Course*: graphic organizer and the writing process transparency).

There are few references to grammar except in the grammar worksheets of the Teaching Resources. Listening and speaking activities focus primarily upon class and small group discussions. The fine arts transparencies are an exemplary component of this program.

Assessment

Assessment strategies are provided in the teaching resource materials. Assessment materials include reading checks, story tests, selection tests, unit mastery tests, vocabulary tests, portfolios, and composition tests.

Instructional Planning and Support

Instructional planning for vocabulary and reading comprehension is extensive. However, it is difficult to cross-reference the materials for each of the individual stories in the Teacher's Guide; Audio-Visual Resources binder and Teaching Resources.

Universal Access

Portfolio Assessment and Professional Support Materials (pp. 67-72) contain a section entitled "Recognizing Student Diversity", which addresses the needs of discouraged learners, students with disabilities, student learning styles, and ESL/LEP students. In addition, the Teacher's Edition contains various references to meeting individual needs (Book 1, p 461).

Program Organization

Adventures in Literature is thematically organized and referenced in a teaching guide at the beginning of each unit. Systematic and explicit instruction in reading and writing appears in the annotated teacher's edition for each grade level. Ancillary materials support this instruction.

Summary

This program was adopted as a “partial” program in grades 6 - 8 addressing standards in writing and grammar only. Some standards in the areas of vocabulary, reading comprehension, writing, grammar, spelling, listening and speaking are also addressed, but there was insufficient depth for the program to meet standards in those areas. It includes student texts and a teacher's resource kit. The writing process is systematically and explicitly presented. Diagnostic and post-tests are included for each of the chapters in the grammar handbook. A test generator provides assessment of the grammar chapters; fine arts and instructional transparencies for writing are included.

Content

Each chapter of "Part I Writing" is broken into step-by-step lessons that address each part of the writing process. Subsequent chapters instruct in writing paragraphs, personal narratives, descriptions, narration, exposition, persuasion, personal response, and report writing. Writing assessments include holistic scoring prompts and models, writing rubrics, portfolio assessment, and summative assessments. A grammar handbook is provided in chapters 12-26; chapters 27-33 provide additional resources.

The short reading passages, such as "A Day's Wait" (p 294-299, Elements of Writing, Second Course) are used as models for writing rather than for reading comprehension. A Day's Wait is a four page reading assignment which is followed by twenty pages of writing activities relating to it. Reading selections are presented in the first eleven chapters of Elements of Writing, Second Course ("Reading about One Writer's Perspective", "Reading A Short Story", Reading A Model for Giving Instructions", "Reading a Model of Persuasion", "Reading a Review", and "Reading a Model of Reporting") to introduce writing models for instruction. Using a reading selection as a model is a good way to teach writing, but is not an effective way to instruct in reading comprehension. The writing process is systematically and explicitly presented in each level (pp. 26-54, *Introductory Course*; pp. 26-56, *First Course*; pp. 22-55, *Second Course*).

While some spelling rules and vocabulary development activities are presented in the handbook, there is no systematic presentation of instruction in spelling or vocabulary. In *Elements of Writing, Introductory Course*, pp. 636-661, a chapter of spelling rules is provided. However, no systematic and explicit instruction is offered for the presentation of those rules to the students. In *Elements of Writing, First Course*, pp. 860-866, material is presented on root words, affixes, and their meanings. No instruction or application of vocabulary is presented.

Assessment

Writing assessments include holistic scoring prompts and models, writing rubrics, portfolio assessment, and summative assessments. Diagnostic and post-tests are included

for each of the chapters in the grammar handbook. A test generator provides objective assessment of the grammar chapters, also. Practice for Assessment includes exercises in reading, vocabulary, and spelling which could be used for assessment (p. iii, *Practice for Assessment, Introductory Course*)

Instructional Planning and Support

Chapter planning guides are provided for each of the writing chapters of *Elements of Writing*. Teaching resources in the resource kit emphasize writing assessment (See *Elements of Writing, Introductory Course*, Resource Kit) Strategies for Writing provides additional writing activities linked to chapters 3-9 in the text. Word Choice and Sentence Style provides practice in correcting sentence errors (p. 1, "Sentence Fragments", p. 2, "Run-on Sentences", p. 6, "Review").

Fine arts and instructional transparencies for writing complement the lessons.

The chapter planning guides are organized into literary model, pre-writing, writing, evaluating and revising, and proofreading and publishing columns. No references are made for the instruction of reading comprehension, vocabulary, spelling, listening and speaking.

Universal Access

The planning guides has provisions for developmental core, and accelerated pacing. Suggestions are included for LEP/ESL and advanced students (Level 1, TE, p. 27; Second Level, p. 398).

Summary

Short Stories: Characters in Conflict was adopted as a “partial” program in writing, reading comprehension, vocabulary, and literary analysis for grade 8. It contains some activities in the area of grammar and listening and speaking, but was not recommended for adoption in those areas. It contains twenty-three short stories accompanied by student activities at the end of each story. Stories are supplemented by a teacher’s manual, which includes vocabulary lists, answers to the study questions that appear at the end of each story, and eight-question reading comprehension tests. The elements of literary analysis are explicitly presented in increasing complexity throughout the collection.

Content

Characters in Conflict contains twenty three short stories accompanied by student activities at the end of each story. The stories are supplemented by a teacher's manual, which includes vocabulary lists, answers to the study questions that appear at the end of each story, and eight - question reading comprehension tests. The elements of literary analysis are explicitly presented in increasing complexity throughout the collection. For example, plot, conflict, and characterization are presented in "The Most Dangerous Game". Characterization is reinforced in the next seven stories. Satire is introduced late in the book and reinforced in the final seven stories of the book (Scope and Sequence, Teacher's Manual, p. 112-113).

Vocabulary is introduced to the student prior to the assignment of the story (Teacher's Manual, p. 48) and definitions are available in the glossary. Vocabulary exercises are available in the book following each story (SE, pp. 189-190).

Writing assignments take students through the writing process as they respond to a variety of writing prompts, which include responses to literature (SE, pp. 45-46), persuasion (SE, pp. 287-288), narrative writing (SE, pp. 371-372) and writing fiction (SE, pp. 265-266). Grammar is addressed superficially as it relates to reading assignments (SE p. 96, "Vocabulary, changing a word to change a part of speech). Speaking and listening are addressed primarily through the discussion of ideas from the short stories (SE p. 187 - 188).

Assessment

The Teacher's Manual includes a reading comprehension test for each short story. No writing rubric is provided. The discussions and assignments at the end of each short story enable on-going informal assessment (Teacher's Manual, pp. 30 and 85).

Instructional Planning and Support

The instructional approach explains the theory behind teaching a short story and presenting related writing activities.

Universal Access

No suggestions are offered.

Program Organization

Stories are organized according to the literary technique, but teachers may choose to present them thematically. A thematic table of contents is available (SE, pp. 389-392). The Instructional Apparatus, located on pages viii-xi of the Teacher's Guide separates instruction into seven parts and then provides guidance on how to teach each part.

Houghton Mifflin Company
Houghton Mifflin Spelling and Vocabulary, 1-8

Summary

Houghton Mifflin Spelling and Vocabulary was adopted as a “partial” program in spelling and vocabulary for grades 1 through 8. The submission is systematic and sequential in its approach to teaching spelling and vocabulary. There is a pre-book assessment: Qualitative Inventory of Word Knowledge. There are pre-tests to assess knowledge of individual lessons before instruction, and units are followed by post-tests to measure growth.

Content

This is a spelling and vocabulary program for grades 1-8. It consist of assessment, student materials and a Teacher's Edition. The publisher made specific additions in this program to more fully align it with the State Board of Education adopted content standards in language arts. In particular, content was added in the areas of vocabulary instruction, the relationship between sounds and the letters they represent, and the instruction was made more explicit.

Assessments

The program includes assessment instruments, ideas and recommendations. There is a pre-book assessment "Qualitative Inventory of Word Knowledge" and pre-tests to assess knowledge of individual lessons before instruction. Units are followed by post-tests to measure growth. However, the Teacher's Edition does not indicate that these assessments can be used to inform differentiated instruction.

Instructional Planning and Support

Instructional planning is available to the teacher in an organized format. Additional explicit instruction was added by the publisher to provide additional student support.

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of all special student populations. Struggling students are led through phonemic awareness skills, (TE, Level 4, p. 13, Meeting Individual Needs). The publisher attempts to address the needs of Hispanic and Asian English Learners (TE grade 4, p. 84b).

Program Organization and Support

This program is organized to support students learning. Materials reflect a logical, sequenced progression.

Houghton Mifflin Company
Houghton Mifflin English, K-8

Summary

Houghton Mifflin English, grades K-8, program was adopted as a “partial” program addressing grammar, listening and speaking, and writing. The mechanics of writing are systematically addressed in a 5-step writing process. The literature and writing units use literature as a base to help students learn the writing process. It includes a student and teacher edition and a variety of materials such as transparencies, posters and cassettes to support instruction.

Content

This program meets most of the writing standards and is standards-aligned (TE grades K-8). It builds each writing unit from literature (TE grade 4, pp. 2-11). It provides basic skill instruction that is systematic and explicit (TE grades 4, pp. 186-197). It provides lessons to teach listening and speaking (grades K-8) and provides a variety of support materials.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course of study with a reasonable degree of accuracy. All grade levels include diagnostic and evaluation tests as well as unit tests. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the language arts content standards (TE, 1-8).

Instructional Planning and Support

Instructional Planning and support are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for K-8 consistent with the standards. Current and confirmed experimental research is reflected (TE K-8).

Universal Access

This program provides information and ideas to help the teacher address the needs of special student populations. The SE offers a page of extra practice for each skill lesson at each level of difficulty (SE K-8). Additional extension activities include Ideas for Sharing and Enrichment for All (TE T47). The Teacher's Edition also provides Meeting Individual Needs suggestions with alternative re-teaching strategies for students who are acquiring English. The Students Acquiring English Component provides additional activities, strategies and support for English language Learners (TE T47).

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. Materials reflect a logical, sequenced progression and are presented in such a way that student and teacher alike are readily able to read and use the resources.

The program includes means by which the student's family can be encouraged to participate in the educational process (e.g. Teacher's Resource, "Letters to Parents in English and Spanish").

International Learning Systems
Sing, Spell, Read & Write, K-1

Summary

Sing, Spell, Read & Write, K-1 was adopted as a “partial” program in the area of explicit, systematic phonics for grades K-1. The program uses a logical, sequenced progression to teach phonics through songs and a variety of instructional strategies. The program includes Teacher's Manuals, a set of interactive wall charts, large and small group games, audio CDs and cassettes, student texts, decodable readers, parental components and assessments. The scripted lesson plans and well-organized materials make the program accessible and well-suited for the novice teacher.

Content

This program addresses most of the standards for systematic explicit phonics (grade 1, TM, pp. 91-96). Other language arts categories are addressed, but coverage is not sufficient to meet the standards. This program was not adequately aligned with the following standards:

Grade 1, phonemic awareness, 1.9

Grade 1, vocabulary, 1.17

Grade 1, comprehension, 2.2 - 2.7, limited application and coverage as the program contains no literature

Grade 1, writing, 1.1, 1.2 students are not encouraged to write connected text until the end of first grade

Assessment

The daily lessons provide the teacher with many opportunities for informal assessment. The *Assessment Book* contains unit tests as well as achievement tests. The format of these tests is designed to prepare students for standardized testing (grade 1, TM, pp. 665 - 686).

Instructional Planning and Support.

Instructional planning and support are sufficient for successful teaching of systematic explicit phonics in grades K-1. The program includes a Teacher's manual that contains substantial help for the teacher. The scripted lesson plans (Grade 1, TM, p. 164) should be especially helpful to novice teachers.

Universal Access

This program provides valuable information and ideas to help the teacher address the needs of special student populations (grade 1, TM, p. 21). Limited materials are presented that provide means by which the student's family can be encouraged to participate in the educational process.

Program Organization

Sing, Spell, Read & Write is sufficiently well organized and presented to allow the materials to be used effectively and efficiently by the teacher to convey the subject matter

content of the intended course of study. The materials reflect a logical, sequenced progression. They are presented in such a way that teacher and student alike are readily able to use the resources.

International Learning Systems
Winning, 4-8

Summary

Winning, 4-8 was adopted as a “partial” program in the categories of systematic explicit phonics and spelling. It is more closely aligned with the grade level Standards at grades 1-4, than grades 4-8. *Winning* is a language arts intervention program designed to teach older struggling readers the fundamentals of decoding and spelling in a sequential way that leads to independent reading and the spelling of 1,750 words. It includes Instructor's Manuals, student literary books, music CDs and cassettes, games, and wall charts, all designed to appeal to the interest level of students in grades four through eight.

Content

This program is designed as an intervention program to teach students in grades 4-8 to read. It is more closely aligned with the grade level standards for grades 1-4 than for grades 4-8. *Winning* is an intervention language arts program designed to teach the fundamentals of decoding and spelling in a sequential way that leads to independent reading and the spelling of 1,750 words. *Winning* takes students from the very beginning reading skills to independent reading ability (grades 4-8, TE, Frontrunner, p.8).

Assessment

Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards. There are assessments for each of the 36 steps throughout the program's four books (Frontrunner TE, pp. 27, 32; Breakaway, TE, pp. 11, 14, 17, 18, 21-22; Airborne, TE, pp. 7-8, 10-11).

Instructional Planning and Support

This program is sufficiently well organized and presented to allow the materials to be used for a successful course of study. This intervention program provides step-by-step easy-to-follow instructions to teach students how to read, write, and spell independently.

Universal Access

This program was designed for students with special needs. The program provides multi-sensory and sequenced instructions (Frontrunner, TE, p. 8). The songs provide students with the repetition, reinforcement, and interest necessary for success. The program has features and lessons to teach difficult sounds in an easy-to-grasp format (Step 27/Airborne, p.2; and cassette 6). Songs and reading materials contain content at an appropriate interest level for students in grades 4-8.

Program Organization

The format is consistent throughout the program and is sufficiently organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter.

Leap Frog School House (Formerly Knowledge Kids Enterprises, Inc.)
Leap Into Literacy Center, Grade Level(s) K-2

Summary

This “partial” program was adopted to address the content area of phoneme awareness only. The phonemic awareness teacher's edition lessons are exemplary and stand alone without the supplementary technology. The program assumes that the teacher already understands the systematic organization and sequence necessary for teaching letter sounds. There are no decodable texts with the program.

Content

The TE lessons for phonemic awareness (Modules 1-9) are exemplary and stand alone without the supplementary technology. Instruction in Kindergarten phoneme awareness skills is well designed. Students are provided explicit instruction with good teacher models, and skills are taught in an organized sequence progressing from easier to more difficult. This program lacks a specific order for introducing individual sound/letter correspondences (TE p. 11.1). Vowel and consonant digraphs and vowel diphthongs are taught implicitly (TE pp. 16.2, 17.2). These sound/spelling correspondences are not modeled; rather, students are expected to infer the sounds from a word or set of words containing the sound. There are no decodable text selections for students to practice and apply their knowledge of sound/spelling patterns.

Assessment

There are a number of informal assessment activities such as Questions for Observation and Benchmarks included in the lessons (TE pp. 8.1, 9.3, and 14.3) and Assessment Options at the end of modules (TE pp. 10.9, 17.3, 18.3).

Instructional Planning and Support

Instructional planning and support is not sufficient for a successful course of study. Many standards are not systematically and explicitly taught. In some instances the students are required to infer sounds from words (TE Modules 16-18). Students do not have adequate opportunities to practice knowledge of spelling patterns and blending skills in connected text. Leap Pad texts are not decodable and in many Leap Pad activities, the Pad reads the words for students.

Universal Access

Classroom Phonics Center provides some information and ideas to help the teacher address the needs of special student populations (TE p. 14.8 for ELL suggestion and intervention strategy).

Program Organization

The phonemic awareness portion of the program is well organized and could be used by both beginning and experienced teachers, excluding use of the technology. However, the modules for instructing in the alphabetic principal have no specific direction or organization. This systematic organization and sequence for teaching letter sounds is

crucial for any teacher not fully trained in the use of phonics. Also, the successful blending of sounds into words is dependent on the organization and sequence of sounds taught.

Summary

Language Circle was adopted as a “partial” program in grades 1-2 in the area of systematic explicit phonics. It includes a variety of materials: The Phonology Guide, Phonology Lesson Plans, Mastery Tests, Bonnie Kline Stories; Puppets "Mr. Ed & Ms. Odd", Felt Paper, Syllabication Folders; Phoneme Grapheme Chart-blank; Story Boards; Cards for Gluing; Red Word Card Pack; Jewel Box Cards; Treasure Chest Sentence Strips; Large Chart Cards, puzzles and video tapes. The publisher made specific changes in the materials to provide better instructions to teachers on how and when to use some of the components.

Content

This program adequately addresses most standards in the area of systematic explicit phonics at grades 1-2. However, it does not address standards in other areas at those grade levels to the extent required for adoption as a basic program, nor does it adequately address standards in any area for other grades (kindergarten or grades 3-8). The publisher made specific changes to better align the program with the standards in grades 1 and 2, including: 1) a revised "Scope and Sequence Chart" and "Projected Learner Outcomes Chart" to better align with standards; 2) Adding the "Phoneme-Grapheme Organizational Chart for Spelling Generalizations" and the "Phoneme-Grapheme Organizational Chart-Intermediate" in the *Phonology Guide* 3) :add to the Phonology Guide and the Phonology Lesson Plans, Vol. 1-3, lesson-specific information about how and when to administer the Memory Test Assessment. In addition, the review panels recommended intensive staff development and training in order to appropriately use these materials. The publisher states that before teachers begin the program, they need training (Videotape, *Phonology Multisensory Strategies*).

Grades 1-2

Language Circle does meet the majority of phonemic awareness and decoding and word recognition standards 1.4 - 1.16. The program provides an explicit approach to phoneme/grapheme instruction. The skills are applied to reading *sentences* (*Phonology Lesson Plans*, Vol. 1-3) and stories (*Bonnie Kline Stories*, Levels 1-2). The reading selections correspond to the introduction of skills (*Phonology Lesson Plans*, Vol. 1, "Unit 1: Sound-Symbol Relationship", *Bonnie Kline, Level 1*, "Sam at Bat", p.1).

Grade Kindergarten

Numerous standards are not adequately addressed (Concepts About Print 1.1, 1.4, 1.6; Phonemic Awareness, 1.8, 1.10-1.13; Vocabulary And Concept Development 1.17 - 1.18; Structural Features Of Information Materials 2.1; Comprehension and Analysis of Grade-level Appropriate Text 2.1- 2.3). The Scope and Sequence and Projected Learner Outcomes charts do not mention kindergarten (*Phonology Guide*, "Scope and Sequence", "Projected Learner Outcomes").

Grades 3-8

Numerous standards were not adequately addressed

- Reading - Word Analysis skills of strand 1.0 are addressed, however the standards require that the knowledge be applied to fluent and oral silent reading. Third-grade appropriate Bonnie Line stories were submitted for grades 4-8.
- Reading Comprehension - the materials provided in the program do not reflect the quality or complexity of the selections specified in strand 3.0, Literary Response and Analysis, grades 3-8.
- Writing - the program provides minimal coverage at grade three of the writing standards in the following strands: 1.0 Writing Strategies; 2.0 Writing Applications (Genres and Their Characteristics) 1.0 Written and Oral language Conventions. At grades 4-8 standards in these areas are inadequately addressed.
- Listening and Speaking - The standards in this area are not adequately addressed in the program.

Assessment

The publisher added lesson plan-specific information concerning how and when to administer the Mastery Tests assessment in the Phonology Guide and Phonology Lesson Plans, Vol. 1-3. With these changes, assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement at grades 1 and 2.

Instructional Planning and Support

For a successful course of study in the area of systematic, explicit phonics, the following program components are required: The Phonology Guide; Phonology Guide; Phonology Lesson Plans, Vol. 1-3; Bonnie Kline Stories, Levels 1-2; Mastery tests; Videotape, Phonology Multisensory (VAKT) Strategies; Puppets "Mr. Ed and Ms. Odd"; Jewel Box Cards; Red Word Card Pack; Spell Tab Kit-Primary; Syllabication Folders-Steps; Syllabication Folders-Patterns; and Felt paper.

Universal Access

This program provides some information and ideas that help the teacher address special needs populations. Although not referenced specifically for students with special needs, Language Circle utilizes multi-sensory strategies designed to reach students in different ways (Phonology Guide, "Observation Criteria"; Linguistics Guide, p. 1-3).

Program Organization

With the recommended changes this program is adequately organized in the area of systematic, explicit phonics, grades 1-2.

McDougal Littell, Inc.
Grammar and Usage, 6-8

Summary

Grammar and Usage Workbook was adopted as a “partial” program for grades 6-8. It meets most of the written and oral English language conventions standards, which cover sentence structure, grammar, punctuation and capitalization. Spelling is addressed to a lesser degree. The program contains a Teacher’s Guide; Student Workbook; Side by Side; and Quick Writes

Content

Grammar and Usage Workbook addresses the standards related to oral and written language skills. The program includes many opportunities for students to learn and understand sentence structure covered in Standard 1.1 (SE, Grade 7, pp. 6-7); grammar and punctuation covered in standards 1.2 and 1.3 (SE, Grade 8, pp. 50, 130); and capitalization covered in standard 1.4 (SE, grade 6, p. 92). Spelling is implicitly taught and is weak in regards to giving students practice with frequently misspelled words (SE, Grade 8, p. 37).

The material is organized to focus on one topic or skill at a time. Key words or phrases are highlighted for clarity and each page corresponds to a part in the student's text for easy reference. Opportunities for practice are provided in the workbook; writing prompts and rubrics are included in the Quick Writes. *Side by Side* focuses on the students acquiring English, providing teacher support for these students.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course of with a reasonable degree of accuracy and communicate that information to the student (as appropriate) and the student's family. Skill assessment sheets are included after every third unit for student self-evaluation or use by the teacher to check student progress (SE, grade 7, preceding Table of Content). Teachers may choose to use grammar pre-tests found in the Teacher's Guide to evaluate skills and plan for those that need to be taught (TG, Grade 7, p. iv).

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study and consistent with the standards. The Teacher's Guide contains a pre-test, and an overview. Suggestions are included for teaching the objectives at the beginning of each grammatical concept (TG, p. 5).

Universal Access

This program does not provide sufficient information and ideas to help the teachers address the needs of special student populations.

Program Organization

This program is sufficiently well organized and presented to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. The order of grammar usage and mechanics is logical, but each lesson is flexible and lessons can be sequenced in any order.

McDougal Littell Inc.
Language of Literature, 6-8

Summary

Language of Literature was adopted as a “basic” program for grades 6-8 and contains the following components:

- Language of Literature: TE, SE, Student Workbooks (Grammar and Usage), Daily Language Skill Builder, Teacher’s Resource Materials (ancillary materials for the teacher) and Access for Students Acquiring English, Fine Art Transparencies, LaserLinks, CD-ROM, Audio Library, Grammar Test Generator, Writer’s DataBank.
- Writer’s Craft: TE, SE, and a Teacher’s Resource File. The textbook is divided into three sections; Writer’s Workshop, Writing Handbook, and Grammar and Usage Handbook.
- Grammar and Usage: Student Workbook, Teacher’s Guide, Quick Writes and Side by Side.
- Wordskills: TE, SE, Test Booklet with Unit Study Guide.

Content

Language of Literature addresses the standards and provides coverage for a balance of expository and narrative literature. Standards 1.1 and 2.0 (TE, grade 6, pp. x-xi). It provides basic skills instruction that is systematic and explicit in writing, grammar, spelling, listening and speaking. The references drawn from other subjects are scholarly and accurate. This program provides teacher ancillary materials which enhance the instructional plan by giving guidance, a clear understanding of student outcomes, and suggestions for usage with special needs students (TE, grade 6, pp. T8 and T9).

In Writer's Craft, teachers will find the program is strongest at providing writing practice for students. Each writing unit begins with good literature and moves into application of skills (SE, grade 6, pp. 28 , 40). Through Grammar and Usage, students have opportunities to learn and understand sentence structure covered in Standard 1.1 (SE, grade 7, pp. 6-7). Spelling is generally implicitly taught and is weak in giving students practice with frequently misspelled words (SE, grade 8, p. 37). Each grade level contains a "Family and Community Involvement" booklet that involves parents with the instructional program.

Assessment

The language of Literature is rich in opportunities for standardized and authentic assessment (TE, grade 6, pp. 9, T24-25). Activities in the student's book provide opportunities for teacher observation and assessment. It allows the teacher to customize assessment to best fit the activities and structure of the classroom. The TE includes assessment options for each selection (TE, grade 6, p. 368) and standards for evaluating

each writing workshop in the SE (SE, grade 6, p. 383). The Teacher's Resource manual contains formal, informal, and alternative assessments. Guidelines for self, peer and teacher evaluation are provided, as well as portfolio opportunities. Student models and graphic organizers are also provided. Accompanying technology includes additional assessment options (Grammar Test Generator).

Instructional Planning and Support

The program provides sufficient teacher support for a successful course of study consistent with the standards. The language of Literature includes a TE and ancillary materials for each grade level. Teacher directions are explicit and very clear. All parts of the program are referenced in the TE (TE, grade 6, pp. T6-T9). Additionally, SEs contain references to the handbooks and appendices at the end of the book. This program has a logical scope and sequence as well as references for further research and development of topics (TE, grade 6, p. 387).

Universal Access

This program provides sufficient information and ideas at each grade level of the *Language of Literature*. This is quite evident in Access for Students Acquiring English (part of the ancillary materials) which provides lessons geared to the needs of second language learners. Audio recording, LaserLinks, and Daily language Skill Builders also address these needs. In addition, teachers will find suggestions throughout the book on how to address the needs of gifted students, less proficient readers, and various other learning needs (TE, grade 7, pp. 56, 57; grade 8, pp. 109, 109).

Program Organization

This program is well organized for both the teacher and student. There is a logical, sequential progression that enables the students to use the textbook for independent study. Ancillary materials are referenced in each theme unit, and the TE provides additional activities and assessment opportunities. Opportunities for family involvement are included in the student and teacher editions.

McDougal Littell, Inc.
The Writer 's Craft, 6-8

Summary

The Writer's Craft was adopted as a "partial" program addressing the writing, grammar and some of the reading standards for grades 6-8. It includes the following components: TE, SE, and a Teacher's Resource File. The textbook is divided into three sections: Writer's Workshop, Writing Handbook and Grammar and Usage Handbook.

Content

This program addresses the standards, provides adequate coverage of the standards, and is based on the fundamental skills of writing. The program's strength is in providing writing practice for students. The Writer's Craft provides exemplary coverage of writing and grammar. Practice is provided in the textbook and ancillary materials in the Teacher's Resource File (TE, grade 6, pp. 586-587). Each lesson begins with an example of good literature, which is consistent with reading standard 2.0 (TE, grade 6, pp. 28, 40). A variety of examples, both professional and student work, illustrate the writing process (TE grade 6, pp. 206-207; 166, 230-232). Materials explain the steps of the writing process, as required by standard 1.3 (TE, grade 7, pp. 55, 57; SE, grade 8, pp. 64, 65). Writing instruction is provided through practice with the use of transitional words, as required by standard 1.1 (SE, grade 7, p. 150); research skills and outlining skills as required by standard 1.3 (SE, Grade 8, p. 683); and identifying and using participles, as required by standard 1.2 (SE, grade 8, pp. 599, 600, 604). The listening and speaking skills, with a focus on listening, are also addressed.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher frequently measure student achievement during the course with a reasonable degree of accuracy. The Writer's Craft has numerous assessment features that enable the teacher to evaluate student progress (TE, Grade 8, pp. 38, 47a, 133). Additional assessment instruments are found in the Teacher's Resource File (TRF). Holistic scoring resources are found in the TRF, and the student text (Quick Writes, grade 6, p. 6). Students are given many opportunities to add to their portfolios (SE, grade 6, p. 177).

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study. The Writer's Craft includes a TE and ancillary materials for each grade level. Teacher directions are explicit and clear. All parts of the program are references in the TE (TE, grade 6, p. 32). Resources contain a logical progression, scope and sequence, and references for further research and development of topics (TE, grade 8, p. 206). Additionally, the SE contains references to the handbooks and appendices at the end of the book (SE, grade 8, p. 208).

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations. Multi-cultural connections are included in the TE (TE, grade 8, p. 331). Side by Side (Writing Workshops for Students Acquiring English) has an audio tape and activities that parallel those in the textbook and ancillary materials. The TE provides for meeting the needs of auditory learners and individualized instruction for LEP students (TE, grade 6, p. 78; grade 8, p. 43).

Program Organization

The program is well organized and presented to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content for the intended course. All parts of the program are referenced and correlated in both the student text and the teacher's edition

McDougal Littell, Inc.
Wordskills, 6-8

Summary

Wordskills was adopted as a “partial” program for grades 6-8 addressing the area of vocabulary development. This workbook includes word study, including analysis, figurative language, specialized vocabulary, analogies, etc. Each book consists of 16 units including 4 review units. *Wordskills* can be correlated with *The Language of Literature* and *The Writer’s Craft*. *Wordskills* includes the following components: TE, SE, and Test Booklet Unit Study Guides.

Content

This program meets all the standards for vocabulary development at grades 6-8 (grade 6, 1.2-1.5; grade 7 and grade 8, 1.1 - 1.3). The program includes opportunities for students to determine the meanings of words, such as lessons that focus on word analysis (SE, grade 6, pp. 7-13) and understanding words through context clues (SE, grade 8, pp. 14-16). *Wordskills* is a systematic and comprehensive program in vocabulary instruction (TE, grade 8, p. T-2).

This partial program is designed to provide additional practice in vocabulary development. It is organized to insure the comprehension and retention of words and includes a variety of exercises.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher frequently measure student achievement during the course with a reasonable degree of accuracy and to communicate that information to the student (as applicable) and the student's family. *Wordskills* provides pre-testing assessment that can be used by teachers as a diagnostic instrument and by students as a self-assessment tool (TE, grade 8, p. T-3, "Inventory Test" and "Test Yourself"). Standardized test practice is included for each unit, mid-year review and end-of-year test (TE, grade 8, p. T-6).

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study. The teacher's edition for each grade level provides an overview that covers how to use the program with *The Language of Literature*, as well as with other programs, and how to use the activities and tests (TE, grade 8, p. T-3). Suggested teaching methods are included for each unit and activity.

Universal Access

The program does not provide sufficient information and ideas to help the teacher address the needs of special student populations. Most of the words are on grade level or above (TE, grade 7, p. T-2).

Program Organization

This program is sufficiently well organized and presented to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. *Wordskills* is organized to allow for independent study or whole class instruction. "Word's Worth" and "The Last Word" present activities in which the student's family can participate (TE, grade 8, pp. T-5, T-6). The teacher's edition explains the program's organization, purpose, objectives, and suggestions for each lesson (TE, grade 8, pp. T-1, T-2).

McGraw Hill School Division
Language Arts Today, 2-8

Summary

This program was adopted as a “partial” program in grammar and writing for grades 2 – 8. This program includes Teachers Editions, Listening Libraries, Writing folders, Student Editions, Professional Staff Development Handbooks, Writing Transparencies, Language Game Cards, Student Practice Workbooks, Teachers Practice Workbooks, and Blackline Masters. Other Blackline Masters books include Challenge Activities, Reteaching Activities, Home Activities, Thinking Skills Activities, Teacher Resources, Gifted & Talented Projects, Increase Your Testing Power Handbook, and a Testing Program.

Content

Language Arts Today is adequately aligned with the standards in grades 2-8 for grammar and writing (grade 2-8, Written and Oral English Language Conventions and Writing Applications). The program provides instruction that is consistent with the subject matter content provisions of the implementing regulations. References drawn from other subjects are accurate and grade level appropriate.

There is a missed opportunity to include technology, especially in the 8th grade curriculum (grade 8, writing application standard 2. 6). There is another missed opportunity to provide students in grades 5-8 with practice writing texts of at least 500 to 700 words (grade 5, writing application strand 2.0).

The program was not adopted in kindergarten and first grade because it does not provide for sufficient systematic and explicit basic skills instruction to adequately cover the designated standards (kindergarten writing strategies, strand 1.0; kindergarten written and oral language conventions, strand 1.0; first grade writing standards, strands 1.0 and 2.0; and written and oral language conventions, strand 1.0). The program does cover many writing skills and strategies. Students are asked to dictate, fill in, and write sentences throughout kindergarten (kindergarten, TE, pp. 18 and 34); however, little or no practice is provided to use letters and phonetically spelled words demonstrating the alphabetic principle (kindergarten, writing standard 1.2). Students are asked to write without systematic exercises to prepare them.

The same lack of systematic practice exists in the first grade curriculum. Students have the opportunity to go through the writing process and write in different modes, however, the program does not provide for the systematic practice necessary to develop skills successfully (grade 1, TE, pp. 1-33).

Assessment

Assessment instruments (grade 5, Testing program; Blackline Masters) ideas and recommendations are adequate to help the teacher measure student achievement through the course with a reasonable degree of accuracy. Assessments can provide information to

the student, as appropriate, and the student's family (grade 5, Home Activities: Blackline Masters).

Instructional Planning and Support

Instructional planning and support (grade 5, TE, pp. 112a-112b) are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for the intended subject and grade levels, consistent with the standards. The Daily Oral language Activity is extra support for the skills being taught (grade 4, TE, p. xii). The Professional Staff Development Handbook is a substantial addition to the support material, but an opportunity is missed at all grades by not updating the research.

Universal Access

The program provides information and ideas to help the teacher address the needs of special student populations (grade 4, TE, p. 1e). Separate workbooks provide activities for designated groups (grade 7, Challenge Activities, Re-teaching Activities, Gifted and Talented Projects).

Program Organization

This program allow the materials to be used effectively by the teacher to convey the subject matter content of the intended course. Materials reflect a logical, sequenced progression that teachers (grade 4, TE, p. 1a) and students are able to read and use.

Mc Graw Hill School Division
Mc Graw Hill , Spelling, 1-6

Summary

This spelling program was adopted as a “partial” program for grades 1-6. This program provides Teachers’ Editions, Students’ Editions, Teachers’ Resource Books, Transparencies, Blackline Masters and Software as resources for teachers and students.

Content

This program does address the standards and provides adequate coverage. The program is based on fundamental spelling skills and provides instruction that is systematic and explicit. The program is consistent with the subject matter content provisions of the implementing regulations (grade 1, TE, pp. 74, 75). There is a missed opportunity to provide sufficient practice for mastery.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently. Assessment occurs throughout the program with feedback to the student. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards (grade 5, TE, p. 91A).

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study. The program includes pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for the intended subjects and grade levels. It is consistent with the standards (grade 5, TE, p. 22A).

Universal Access

This program provides insufficient information and ideas to help the teacher address the needs of special student populations. Materials and strategies are needed to align with modified lists given to special needs students (grade 1, TE, p. 74).

Program Organization

The program is sufficiently well organized and presented. It allows the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. Materials reflect a logical, sequential progression, and are presented in such a way that teacher and student alike are readily able to use the resources. Materials are inclusive of means by which the student's family can be encouraged to participate in the educational process.

Metropolitan Teaching and Learning Company
Metro Early Learning Program, Grade Level: K-1

Summary

The *Metro Early Learning Program* is a “basic” program designed for use as a principal learning resource at the k-1 level, where it meets all the language arts standards. The program consists of teacher's guides and resource books, grade level reading texts, assessment packages, and various other supportive instructional materials. Materials for English learners, although referenced in the teacher's guides, were not available for review. The program is exemplary in numerous areas, including direct instruction in phonemic awareness, organization, explicit lesson plans with directions for instruction, and its thorough approach to meeting the standards.

Content

This program addresses and aligns with the language arts content standards. It provides thorough coverage that is factually accurate and is based on fundamental skills, including systematic explicit phonics and spelling (kindergarten, TE, Units 1-8, p. 115, Singing the "Secret Song"; kindergarten, TE, Units 1-8, p. 108; working with /s/ and s; grade 1, TE, Level B, Unit 3, p. 11, Discriminating -id and -ide; grade 1, TE, Level A4, pp. 14-17 teaching sight words). The program addresses the comprehension standards in an exemplary way as well (kindergarten, TE, Units 17-24, p. 45; Working with Words; grade 1, TE, Level A4, p. 27, Retelling the Story).

Assessment

Assessment instruments, ideas and recommendations are exemplary in measuring student achievement frequently during the course of study with a reasonable degree of accuracy, and communicate that information to the student and the student's family. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards.

Instructional Planning and Support

Instructional planning and support are exemplary for a successful course of study. The program includes pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for the intended subject and grade levels. It is consistent with the standards, and current and confirmed research is reflected in the program.

Universal Access

This program frequently references English Language Learner support in the Teacher's Guides. However, these materials were not submitted and therefore could not be reviewed. While there are frequent assessment checks to alert teachers to students' progress, and the reading texts have fairly supportive illustrations, it would be necessary to use other materials in conjunction with this program to address English learners.

Program Organization

Although there is an excessive number of teacher's guides to navigate at grade 1, the program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. The materials reflect a logical, sequenced progression, are presented in such a way that the teacher and student alike are readily able to read and use the resources, and are inclusive of means by which the student family can be encouraged to participate in the educational process.

Summary

The Write Direction was adopted as a “partial” program in writing and grammar for grades three through five. It includes a teacher’s resource guide, transparencies, teacher’s guide, and a student text for each grade level.

Content

The Write Direction provides adequate coverage of the content standards for the recommended areas. The program provides systematic, explicit instruction in writing and grammar and includes subject matter content that contributes clearly and significantly to the intended course of study. However, this program does not provide adequate coverage of the content standards in the areas of spelling, listening and speaking to be recommended in those areas.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy. Assessment instruments are provided in teacher plans and in the student workbook, including rubrics for assessing each type of writing. However, most of the assessments in the TE are evaluation checklists (TRG grade 3, p. 171m).

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study in the areas recommended. The program includes pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for the intended subjects and grade levels. Support materials consist of transparencies for editing practice, a unit planner for each section, lesson descriptions, mini-lessons, assessment information, blackline masters, and sample letters to parents in Spanish and English. Each lesson (TRG grade five, pp. 130-132) provides well developed lesson plans for each unit.

Universal Access

The program provides sufficient information and ideas to help the teacher address the needs of special populations including suggestions for overcoming writer's block, and ESL strategies in each lesson. At the beginning of each unit the teacher's guide provides easy, average and challenging materials to serve as models for successful writing.

Program Organization

The program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course in the areas recommended. The teacher's guide is well organized and provides timely information for the teacher in regard to unit lessons, universal access, assessment, and lesson planning ideas.

Pearson Education ELT
Balloons, Kindergarten

Summary

Balloons was adopted as a “partial” program in the language arts content areas of listening and speaking for kindergarten. It addresses some of the vocabulary development standards as well.

Content

This program adequately covers the content standards for listening and speaking at the kindergarten level. However; the program does not adequately cover the content area of vocabulary at the kindergarten level to be recommended for that area.

Assessment

The publisher made improvements in the assessment system in order to enable the teacher to measure progress towards mastery of the standards. A listing of specific skills addressed at each grade level and a placement test for entering students were added to the program.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study at the kindergarten level in listening and speaking.

Universal Access

This program addresses the needs of English Learners, but it does not provide guidance for use of the materials with other special student populations.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter in the content areas of listening and speaking.

Perfection Learning Corporation

Chapter Books/Mystery, 2-4; Chapter Books/Legend and Fact, 2-4; Chapter Books/Informational, 2-4; Chapter Books/Historical Fiction, 2-4; Informational/Adventure, 4-6; Informational/Science, 4-6; Informational/Social Science, 4-6

Summary

These programs were adopted as a “partial” program in the area of reading comprehension for the grade levels indicated above. They contain student books and corresponding teacher resources. The books provide high interest reading materials for students who are not working at grade level. They are designed to accommodate students who face identified academic challenges by using carefully simplified text, dividing long sentences into manageable units, defining challenging words, and explaining allusions and references in footnotes. Historical information and information in the content areas are offered through fictional stories. Teacher resource books include a teacher's guide and reproducible activity sheets.

Content

These materials adequately address the standards and provided expository and narrative reading material that is high interest, controlled vocabulary for struggling readers. The publisher removed all sentence fragments except those in dialogue, since the reviewers thought the fragments might confuse students who were learning about basic sentence structure. Each teacher's resource contains Word Attack Skills, Comprehension Skills, Creativity and Home/School Connections. Instruction is primarily implicit. Some of the books contain attractive pictures, diagrams and maps. The information is interesting and appropriate for the grade levels addressed.

Assessment

Although teacher's resource(s) pages might provide minimal assessment opportunities, no specific assessment tools are provided.

Instructional Planning and Support

These books are student activity workbooks with answer keys; no formal teaching planning guides are included.

Universal Access

This series is specifically designed for students reading below grade level and could be used by students enrolled in special education or by English learners. However, the program does not provide sufficient information and ideas to help the teacher address the needs of special student populations. This program would not be appropriate for gifted and talented students.

Program Organization

Each teacher's resource is identically organized and delineates skills being addressed (e.g. Portals to Reading, Jr., Table of Contents). There is no progression of skill development.

Perfection Learning Corporation
Myths and Folk Tales, 6-8
Passages, 6-8

Summary

Myths and Folk Tales and *Passages* were adopted together as “partial” program in the area of reading comprehension; *Passages* addresses the area of vocabulary development as well. They consist of readers with accompanying teacher resource books designed for students reading below grade level. Teacher resource books include a teacher's guide and reproducible activity sheets. Most of the books have interesting stories with age appropriate themes and information.

Content

These books are supplemental materials that can be used with a more comprehensive reading program. They provide reading material that is of high interest, but a lower-than-grade-level readability. Struggling readers can use these materials to improve reading fluency, and to read and respond to text while practicing reading strategies and skills that are taught through a basic reading program. The activities suggested in these materials do not supply the rigor and systematic progression of skill application to fully address the language arts content standards. Because only narrative literature is used, many standards are not addressed (e.g. *Myths and Folk Tales*, grade 6, reading 1.1, 1.4, 2.0, 2.1, 2.6, 2.7, 2.8, 3.1, 3.4, 3.8; grade 7, reading, 1.2, 2.0-2.2, 2.5, 2.6, 3.0, 3.1). Some standards are addressed only by providing suggestions for activities, rather than by providing explicit instruction (e.g. *Retold Mexican American Folk Tales*, *Teacher Resources*, pp. 21, 54; *Retold African American Tales*, *Teacher Resources*, pp. 10, 22, 36). Good graphic organizers are included in each of the Teacher Resources.

Passages workbooks provides activities in vocabulary development, including defining words from context, using words in context, and classifying words (Reading Power Workbook, Table of Contents). The comprehension ideas include tracking main ideas, making inferences, interpreting figurative language, using referents, summarizing, and reading critically (Reading Power Workbook, Table of Contents). Although these skills may be considered fundamental reading comprehension skills, the skills are not explicitly taught by the teacher. Instead, the program provides many practice activities.

Assessment

Although workbook pages provide minimal assessment opportunities, no specific assessment tools are provided.

Instructional Planning and Support

The structure of the pre-and post-activities is very consistent. The same topic headings and lesson designs are used in all the teacher resources books except the *Classic Myths* that use lesson design activities based on the Madeline Hunter teaching model.

The teacher guide for *Passages* summarizes the novels, provides three discussion questions per novel, and includes culminating activities applicable to all the books. The teacher guide includes answer keys to student workbooks (TG, pp. 21-71). The materials provided are not sufficient to enable the classroom teacher to provide effective instruction in reading comprehension skills,

Universal Access

This program is specifically designed for students reading at or above the 6th grade reading level. These books are designed to accommodate students who face academic challenges by using carefully simplified text, dividing long sentences into manageable units, defining challenging words, and explaining allusions and references in footnotes (Teacher Resources for Retold Classics Myths, p. 1). Materials do not address other special needs students.

Program Organization

This structure is logical and consistent in all the programs in this series. The information is easily accessible for classroom instruction or individual study. "Illustrations, footnotes, highlighted vocabulary words, and cultural information aid students' understanding and enjoyment" (Teacher's Resources, "Welcome to" pages). The books may be used in any order.

Prentice Hall

Prentice Hall Writer's Solution, 6-8

Summary

Prentice Hall Writer's Solution was adopted as a "partial" program for grades six through eight in the areas of writing and grammar. It includes a student sourcebook, teacher's edition, two CD-ROM's, a grammar practice book, a videotape and a videodisc. The teacher's edition contains lesson objectives, summary of the chapter components, links to support materials, lesson extensions, and cross-curricular suggestions. The Writing Lab CD-ROM provides detailed story starters and movies that describe the writing process in an easy-to-use interface.

Content

This program provides adequate coverage of the content standards in the recommended areas and grade levels. However there is inadequate coverage of standards in other domains, making the program more appropriate as a partial program. In addition, the following eighth grade standards were either not addressed or were not covered as rigorously or as in depth as needed: Writing 1.3, SE 144, 146-149, 151, 157 refer to individual writing types rather than elements to be included in an essay. Responses to literature, standard 2.2: Although students respond to literature, they do not analyze the selections. Standard 2.5, writing career related documents: Students write only a letter. Standard 2.6 is not addressed adequately.

Other examples follow:

- Grade six: reading standard 3.7 asks students to explain the effects of common literary devices. The Teacher's Edition, pp. 253 and 257 provide some general examples, but more literature is required for reading and discussion.
- Grade seven: reading standard 3.6 asks students to analyze a range of responses to a literary work. TE p. 279 offers suggestions to write a response but provides no explicit instruction that leads students to analyze.
- Grade eight: reading standard 3.3 asks students to compare and contrast motivations and reactions of literary characters. While TE p. 91 alludes to some examples of literary characters, it does not instruct in how to compare or contrast motivations. Listening and speaking strand 1.0 directs students to deliver focused, coherent presentations that convey ideas clearly and evaluate the content of oral communication. However, TE p. T10, grades six through eight, informs teachers that "group discussions are presented through the writing lab." These discussions do not address the content within the listening and speaking standards.

Assessment

Assessment instruments, ideas and recommendations are inadequate to help the teacher measure student achievement frequently through the course with a reasonable degree of accuracy and communicate that information to the student. In Capitalization Exercise

One in Writer's Solution Language Lab CD-ROM, students are asked to correctly capitalize mistakes. Students are told if their answers are incorrect, and the correct answers are displayed. There is a missed opportunity to re-teach or analyze or summarize the student's work, using the interactive nature of software. There is no summary (audio or video) to assist the student.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study. The TE contains lesson objectives, a summary of the chapter components, links to support materials, lesson extensions, and cross-curricular suggestions. The Writing Lab CD-ROM provides detailed story starters and movies that describe the writing process in an easy-to-use interface.

Universal Access

The program provides sufficient information and ideas to help the teacher address the needs of special student populations. The TE contains strategies for adapting lessons to English Learners, less proficient learners, and advanced students (grade 7, TE, p. 77; grade 8, TE, p. 121).

Program Organization

This program is sufficiently well organized and presented so as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. For example, grade eight, TE, p. 136a reviews the different activities and information sources required for the exposition chapter. Both a five and an adapted two-day lesson plan are included. The TE includes lesson objectives, anticipatory set, and an outline of the chapter's activities.

Rigby
Discovery World, K-2

Summary

This submission was adopted as a “partial” program in the language arts content area of reading comprehension for grades K-2. This program is designed to teach students to understand expository text. The books provided with the program contain a rich variety of selections that incorporate science and social science into the language arts program.

Content

This program is not designed to teach students the mechanics of learning to read. It is narrowly focused on reading comprehension and addresses most, but not all, of those standards. It is, however, excellent in terms of teaching students to understand expository text. The books provided with the program contain a rich variety of selections that incorporate science and social science into the language arts program. This real-world approach allows students to make a personal connection to the materials. All text selections are expository. This program does not address the standards that require students to make predictions based on material read. Teachers would have to supplement this program to meet the full range of reading comprehension standards.

Assessment

The program provides a single assessment activity for each book, which may be a series of questions, or a project. There are no pre- or post- tests, no re-assessment of previously learned skills, nor any continuity of skill building.

Instructional Planning and Support

A well-organized teacher's guide is provided with instructions for teaching students structural elements of expository text for each reading selection.

Universal Access

There are suggestions in the TE at the beginning of each lesson to address the needs of students acquiring English. Many of these suggestions could possibly be used for other students who are below grade level in specific skills. The subject matter addressed by the selections focuses on the natural world and would be easily understood by most students. There are also three consecutive levels that address a variety of skill levels and interests.

Program Organization

There is a strong graphic organizer included in the planning materials. Levels increase in complexity by introducing skills, providing practice, and providing further practice for mastery. This program provides a systematic progression of skills development in the reading of non-fiction. *Discovery World* is well designed, incorporating effective instructional practices. It fills a gap existing in many basal reading programs: the lack of instruction in reading expository text and in using text structure to increase comprehension. The program could be strengthened if the publisher includes a listing of

the alignment of the program's reading selections with the science and history-social science content standards.

Saxon Publishers, Inc.
Saxon Phonics, K

Summary

This program was adopted as a “partial” program for the language arts content areas of phonemic awareness and phonics for kindergarten only. Saxon Phonics provides incremental lessons, reinforcement, and review to explicitly and systematically teach phonics.

Content

This program provides a substantial, in-depth course in kindergarten, where phonemic awareness and phonics are systematically and explicitly taught. In first and second grade, the emphasis was on coding rather than reading connected text.

Assessment

Assessment is intended by the publisher to be given frequently. At the kindergarten level, the assessment is predominantly oral. However, there is little monitoring of fluency and accuracy. The oral portions of the assessment are limited to students reading individual sounds or individual sight words (e.g. grade 1, TE lesson 35).

Instructional Planning and Support

In kindergarten, this program provides sufficient instructional planning and support for a successful course of study. In first and second grade, this program does not provide enough direct instruction of fundamental comprehension skills critical to the reading process.

Universal Access

Saxon Phonics provides incremental lessons, reinforcement, and review to explicitly and systematically teach phonics to the special needs population.

Program Organization

In the first and second grade, Saxon Phonics does not enable successful instruction in some of the standards that it claims to address. The program spends too much time on coding instruction and analysis, and not enough on reading connected text and developing comprehension and vocabulary.

Scholastic, Inc.

Scholastic Literacy Place, K-3

Summary

Literacy Place K-3 is submitted as a “basic” language arts program for kindergarten through grade 3. The publisher has made substantial changes to this program at kindergarten and first grade in order to place the systematic explicit approach to teaching phonics at the center of the program and eliminate extraneous material that detracted from focus on the standards. CORE assessments and additional decodable text have been added.

Content

Literacy Place is carefully aligned with the content standards. It is an outstanding example of a complete literacy program, focusing on explicit and systematic skill instruction that enables all students to meet and exceed the standards. The program is based upon decodable text, as well as the finest examples of children's literature. All lessons and accompanying instructional support are designed to maximize decoding and comprehension skills and maintain the balance between skills and literature.

Assessment

Assessment is continuous in Literacy Place. All tested skills - phonics, comprehension, vocabulary, grammar, study skills are practiced in the context of the reading in mini-lessons contained in each lesson. There are also Review Lessons, and Reteach Lessons - all within the same week of instruction. Critical skills are tested formally on a weekly (selection-based) and unit basis. End-of-Year Tests are also provided.

Instructional Planning and Support

The program provides a clearly organized, systematic daily lesson plan that is color coded and adaptable to meet individual student needs. Additional support is provided at the back of each unit for re-teaching and practice in guided reading, spelling, grammar, usage and mechanics, phonics, and comprehension skills. There are suggested activities for integration with other subjects. Suggestions for using the technology components are provided.

Universal Access

The systematic explicit approach to teaching phonics and the additional decodable text added by the publisher provide opportunities to ensure that students who need more practice have it available. Lessons include activities that address special needs pupils.

Program Organization

The program provides graphic organizers for each unit, each week, and each day that allow for efficient and effective conveyance of subject matter content. The daily objectives are outlined by components which include specific skills addressed, presentation order, and time on task. Lessons follow a pattern and consistently include review of previously taught content. The literacy at home kit includes a variety of

resources with which to engage families in the educational process. At grades 2 and 3, there are many possible activities; teachers must select those that have a direct relationship to the standards in order to use instructional time most efficiently.

Scholastic

Scholastic Spelling, 1-6

Summary

Scholastic Spelling was adopted as a “partial” language arts program in spelling for grades 1-6. It consists of a teacher resource book, vocabulary cards, audio cassettes, CD-ROMS, and student speller.

Content

This program addresses all the spelling standards for grades 1-6. It includes a technology component that provides for self-paced practice, word study, and review. Words are selected based on phonemic awareness and phonics appropriate for the grade level. Irregular spelling, systematic review of previously taught words, and challenge words are also included.

Assessment

Assessment instruments are adequate to help the teacher measure student achievement frequently. The different types of assessment are: pretests, post-tests, dictation sentences, standardized tests, and placement tests. The technology component, Scholastic Spelling Studio, contains an electronic grade book that will help keep track of student progress and provide for alternative testing.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course in spelling. The teacher is given planning and support information including direct and explicit instruction for each lesson. The pedagogy and student work is reasonable and appropriate for a course in spelling at each intended grade level. In each teacher's edition (TE, p.T5), there are nine articles reflecting current and confirmed experimental research in spelling.

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations. On each "weekly planner" page in the teacher's guides, there is a section entitled "Meeting Individual Needs". This section addresses ESL students, GATE students and students needing extra help. The technology component allows the teacher to adjust the difficulty level of an activity for individual student needs.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to teach a course in spelling. The materials reflect a logical, sequenced progression and are presented in such a way that teacher and students alike are able to read and use the resources. The student's family can be encouraged to participate through the use of the Family Letters at the beginning of each Teacher's Resources Book (e.g. pp. 206-211).

Silver Burdett Ginn Inc.

Literature Works: Spelling Source, 1-6

Summary

Literature Works: Spelling Source was adopted as a “partial” program in the area of spelling. It consists of teacher's editions and pupil practice books at each grade level. The program depends upon, and references, the Literature Works series which is not included as part of the program.

Content

This program addresses most of the spelling standards, and some standards in other areas. It does not address in grade 1, decoding and word recognition standards 1.12, 1.13, 1.16, 1.17; grade 3 spelling standard 1.9, grade 5 spelling standard 1.5. In addition, spelling standard 1.7 at grade 2 is not addressed. Some high frequency sight words are addressed through Challenge Words (TE, p. 36), but the Challenge Words do not consistently reflect the highest frequency sight words students need to learn. In grade 5, the program partially meets spelling standard 1.5. The program covers prefixes and suffixes, but does not cover root words or contractions.

The program depends upon, and references the Literature Works series, which was not included as part of the adopted program (grade 5 TE, p. 23; grade 4 TE, p. 2; grade 4 SE, p. 10).

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards.

Instructional Planning and Support

Instructional planning and support are sufficient.

Universal Access

Spelling Source provides sufficient information and ideas to help the teacher address the needs of special student populations. The program provides a section titled "Meeting Individual Needs" that provides additional support. In the "End of Theme" sections, the program provides an ESL component, and a challenge component.

Program Organization

The program is sufficiently well organized.

Silver Burdett Ginn Inc.
World of Language, K-6

Summary

World of Language was adopted as a “partial” language arts program for grades K-6. The components include student text, teacher's edition, and numerous instructional support materials.

Content

The submission provides adequate coverage of some of the language arts standards, however, since a substantial number of the language arts standards are not covered at each grade level, World of Language was considered a partial, rather than a basic program. Many of the early reading skills are not covered. The phoneme awareness standards 1.8, 1.9, 1.12, 1.13, 1.15 are not addressed, and the decoding standards 1.14 and 1.16 are not explicitly taught at the first grade level. At grade 4 the program does not address the full intent of reading standards 1.3, 1.4 and 1.6. The program does not address grade 6 reading standards 1.3 and 1.5 and does not address the full intent of reading standards 2.1 and 2.5. With only eight reading passages per grade level, the reading strand is inadequately addressed. All research and technology standards are inadequately addressed, referencing students to a brief glossary at the back of the text. Grade 4 writing standard 2.4 is not covered in the program. Grade 6 writing convention standard 1.2 is not addressed.

Assessment

Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy and communicate that information to the student and the student's family. It includes a holistic rubric for the writing process, numerous pre- and posts- tests, extra practice, and opportunities for ongoing assessment.

Instructional Planning and Support

Instructional planning and support are not sufficient for a successful course of study. Lesson support in the TE is minimal; phrases like "Guide students through an explanation of..." assume the teacher is equipped to explain the lesson's concepts. Current and confirmed research is not reflected in the program's phoneme awareness and decoding instruction.

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations. Included is the second language resource book and suggestions for various learning needs, re-teaching and challenge activities.

Program Organization

The program is sufficiently well organized and presented as to allow the material to be used efficiently by the teacher. However, there is so much material, students and

teachers can get lost on the pages. With so many options provided, teachers need guidance as to what is most critical in each unit.

Sopris West, Inc.

LANGUAGE ! A Literacy Intervention Curriculum Grade 1-12

Summary

This program was adopted as a “partial” reading/language arts program covering the standards of spelling, phonemic awareness, reading comprehension, and phonics. Materials include: one instructor’s manual, Sounds and Letters for Readers and Spellers Drill Book and cards, and student mastery books, student readers, and support materials for both teachers and students. This submission provides instruction in the standards in Grades 1-12, although the State Board of Education only adopts materials for grades K-8. It begins at the student’s remedial level and concludes with the student at grade level. It uses systematic, explicit decoding and other research based instructional techniques to enable below grade level readers to progress to grade level through an intensive model.

Content

This program provides instruction in the standards in grades 1-8 beginning at the student's current achievement level and concluding with the student at grade level. It is a literacy intervention curriculum. It uses systematic, explicit decoding and other research-based instructional techniques to enable below-grade level readers to progress to grade level through an intensive model. Reading, the core strand, is augmented by other strands, which include spelling, composition, vocabulary, grammar, morphology, idioms, syntax, mechanics, listening, speaking, and literature. Reading materials increase in difficulty as the student's ability to read increases. The materials build from simple CVC words to a sophisticated vocabulary (Unit 47, p. H-37 philanthropist; Unit 48, p. H-38, wretchedness). Student readers provide abundant practice in reading decodable, connected text at each student's independent reading level. The 108 stories provide language expansion, comprehension, and higher level thinking activities. Using the unit's readability code and DRPs Booklink (software), teachers print lists of books students can select and read.

This program is based on an explicit understanding of the effective use of phonics and phonemic awareness (Unit 1, pp. A-I) in beginning levels of literacy. The publisher states that this program is intended to replace classroom instruction until the student meets exit criteria and returns to the district's conventional reading/language arts curriculum. This program meets and exceeds the minimum criteria for the adoption and the program is commended for its excellence.

Assessment

Placement tests (LANGUAGE ! TE, appendix pp. 3-4) determine each student's entry level. Criterion-based assessment is incorporated into every strand of every unit. Mastery is required before students progress.

Instructional Planning and Support

Lessons incorporate daily practice in reading and writing with direct instruction in the structure and function of the English Language (LANGUAGE ! TE, Unit 8, pp. B-5, B-10).

Universal Access

This curriculum was specifically designed for use with three groups of special needs students: learning disabled; English language learners; and students who have not acquired grade-level literacy. The program is intended for students whose achievement is at or below the 30th percentile when they begin the program.

Program Organization

The program is comprehensive and well organized: explicit, systematic phonics (Unit 2, pp. A-6) and spelling (LANGUAGE ! TE, Unit 8, pp. B-6) presented sequentially, cumulatively, and comprehensively. The publisher requires at least a minimum six-day training course in program implementation, which can be broken up and tailored to a district's needs. Support information is included in the manual and is consistent with the standards.

Breaking the Code, Grade Level(s) 4-8

Summary

This “partial” program is an intervention program to provide remedial assistance for students who have reading deficiencies that can be corrected by intensive instruction in the alphabetic code. It was adopted in the areas of phonemic awareness and systematic explicit phonics.

Content

Breaking the Code addresses and aligns with the standards in strand 1.0 related to reading, word analysis and fluency. Comprehension, writing, oral and written language, conventions, and listening and speaking are also covered, but not in sufficient depth to meet the standards in those areas.

The reviewers thought that Breaking the Code would best be used with students whose reading difficulties were a result of poor decoding and word recognition skills, including students beyond the 8th grade level. The number of instructional lessons (30), the pacing (approximately 1 lesson per day) and the limited text selections provided for practice may not be sufficient for students with more severe reading disabilities (see TE, IV-V).

Assessment

Formal assessment is provided in the Assessment Book. Pre-and post- tests are included, as well as charts for tracking student progress in targeted skills (TE, pp. 69). Informal assessment is an integral part of the daily lessons (SE, pp. 65, 79. etc., for dictation lessons).

Instructional Planning and Support

Instructional planning and support is sufficient for a successful course of study. It includes pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for the recommended areas of phonemic awareness and systematic explicit phonics for grade levels 4-8. The program could be improved by giving the teacher precise instructions for each lesson instead of referring the teacher to previous lessons.

Universal Access

Breaking the Code was designed as an intervention program for students with special needs in reading. The workshop component of the program provides the teacher with a flexible-grouping structure for meeting the needs of small groups and individuals within the framework of the total lesson. It is recommended that the publisher add specific, standards-based strategies for addressing English learners.

Program Organization

The program is sufficiently well organized and presented to allow the materials to be used efficiently and effectively by the teacher (with the reservations noted above) to

convey the subject matter content of the intended course. Materials reflect a logical, sequential progression.

Collections for Young Scholars, Grade Level(s) K-6

Summary

Collection for Young Scholars is an extensive and comprehensive program with many components. It was adopted as a “basic” program. Comprehensive instruction for reading and writing including phonemic awareness, systematic phonics, fluency, comprehension skills and strategies. Writing, oral language development, and assessment are integral components.

Content

Collections for Young Scholars addresses the standards; is standards-aligned; provides adequate coverage; provides basic skills instruction that is systematic and explicit (TE lessons for each grade), including systematic, explicit phonics and spelling (e.g. Phonemic Awareness & Phonics Kit for Kindergarten, 1st grade and Transition and Review Kit for 2nd and 3rd grade). References drawn from other subjects are scholarly and accurate in relation to other subjects (e.g. first literature component Captain Bill Pinkey's Journey).

Assessment

For grades 2-6, there is a booklet for Research Assessment, Comprehension Assessment, Continuous Assessment, and Essay and Writing Assessment. In addition there are comprehension checkpoints for each reading selection and a skills assessment workbook for grades 1-6. Assessment is an integral part of the program.

Instructional Planning and Support

This is an extensive and comprehensive program with many components. Instructional planning and support are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives. Student work for the intended subject and grade levels is consistent with the standards. Current and confirmed research is reflected in the teaching of the alphabetic principal (explicit, direct instruction in phonemic awareness and phonics), the writing process (Learning Framework 7-7E, grade 6 and comprehension (summarizing, questioning), Learning Framework Cards 1A-1D, fourth grade, and Student Tool Cards, 13, 14, 15 grade 6 for application to writing).

Universal Access

The program provides sufficient information and ideas to help the teacher address the needs of special student populations (grade 3, Book 1, TE, p. 486, and throughout the program). In addition, the Phonemic Awareness and Phonics Kit, and the review kits could be used to further serve special needs.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course; materials reflect a logical and sequential progression. Materials are

presented in such a way that the teacher and students alike are readily able to read and use the resources, and include means by which the student's family can be encouraged to participate in the educational process (see Home/School Connection book for each grade level). It is recommended that the publisher add a graphic organizer showing how all the components fit together into a cohesive program

SRA/McGraw Hill

Corrective Reading Comprehension 4-8

Corrective Reading Decoding 4-8

Summary

Corrective Reading/Decoding was adopted as a “partial” (intervention) program designed to teach students with reading deficiencies in the areas of decoding and/or comprehension. It addresses standards in the areas of phonemic awareness, systematic phonics, vocabulary, and comprehension. The program consists of two separate strands, decoding and comprehension, which may be taught independently in one period, or together in two periods. There are four levels for each strand. Each level is a year’s course of study.

Content

Corrective Reading Decoding addresses the standards related to reading and word analysis fluency and systematic vocabulary development (see Skills Profile Chart in Appendix E of the Teacher's Guide Decoding B1). The comprehension section addresses the reading comprehension standards in strand 2.0 (Appendix Teacher's Guide Comprehension B2). The focus of the text is on informational materials. The comprehension strand is designed to teach important fundamental language and reasoning skills required for accurate listening and speaking, but it does not meet the components of the listening and speaking standards in sufficient depth to be considered for adoption in that area.

This is an intervention program for those students unable to be successful in a regular classroom because of poor reading skills. The interest level of the expository text makes the program appropriate for students in grades 4-12.

Assessment

There are placement and mastery tests for each level (see TE for each of the strands). Informal daily assessment is an integral part of the program. Oral fluency is measured daily (TE B2, p. 158).

Instructional Planning and Support

This is a scripted, direct instruction program. Each level has Teacher's Presentation Books that give exact instructions for each lesson (Teacher's Guide B2, p. 271). Additional support and information can be found in the Teacher's Guide for each level in the two strands.

Universal Access

Corrective Reading/Decoding is specifically designed for students who are experiencing difficulty in reading decoding and/or reading comprehension (TE B2, pp. 8 and 9).

Program Organization

The program presents lessons in a sequential, systematic manner (Teacher's Presentation Books).

SRA/McGraw Hill
**Independent Readers 3-6 and
Reading Mastery Rainbow Edition, K-6**

Summary

These two programs were adopted together as a “partial” program in phonemic awareness, systematic phonics, vocabulary, and reading for grades K-6. Assessment is an integral part of the program. This program contains scripted lessons for the teacher. Each level has Teacher’s Presentation Books that give exact instructions for the lessons. Additional support and information can be found in the Teacher’s Guides. The Behavioral Objectives booklet provides objectives as well as a detailed scope and sequence.

Content

Reading Mastery clearly addresses the standards related to word analysis and reading comprehension in grades K-6 (TE Level I, page 76 and Level VI, pp. 62-63).

The reviewers had some concerns related to the selection of literature for the trade books in the Literature Connection that accompanies each level. Specifically, a book titled *George at the Zoo* touts greediness, rule-breaking, and stealing. Another selection, *The Wave*, describes the demise of a family without any teacher instruction in working with students to understand and cope with grief. Finally, of the 45 books, only two reflect latino culture in the story line or graphics. The publisher indicated a willingness to revise the Literature Collection.

Assessment

Assessment is an integral part of the program. Informal assessment is part of every lesson (TE, Level I, lesson 115, p. 40). There is a placement test as well as a formal assessment for each level (Assessment Manual, p. 1).

Instructional Planning and Support

A hallmark of this submission is the scripted lessons for the teacher (Level III, Presentation Book B). Each level has Teacher Presentation Books that give exact instructions for the lessons. Additional Support and information can be found in the Teacher's Guides. The Behavioral Objectives booklet provides objectives as well as a detailed scope and sequence.

Universal Access

The Fast Cycle of this program is designed for students in Level I who are able to work at a faster pace (TE Reading Mastery II- Fast Cycle Presentation Book, p. 105). In addition, the program can be used as an intervention program for older students lacking essential decoding skills. The program requires skills mastery at each level before advancing to the next.

Program Organization

The program is well organized and presents lessons in a sequential, systematic manner (Teacher's Presentation Books).

SRA/McGraw Hill
Language for Learning, Grade Level(s) K-2

Summary

This was adopted as a “partial” program designed to provide direct instruction in vocabulary, listening and speaking. This program provides systematic, explicit, instruction of the prerequisite language skills necessary for successful beginning reading instruction. The publisher recommends use in grade K-2. It is designed for all children who need to develop language skills, including English Language Learners and learning disabled students.

Content

This program provides systematic, explicit instruction in the pre-requisite language skills necessary for successful beginning reading instruction. This program meets the standards relating to vocabulary, listening and speaking for K-2 and is aligned with the standards. It is consistent with the subject matter content provisions of the implementing regulations; references drawn from other subjects are scholarly and accurate.

Assessment

A placement test is provided (TE, p. 147) and the program provides a set of behavioral objectives that allows the instructor to track the progress of each student (see Behavioral Objectives Booklet, and Skills profile Folder). In addition, informal assessment is an integral part of the daily lessons.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives. The TE provides instruction on implementing, scheduling, teaching the program, and evaluating student performance. Confirmed, current scientific study, congruent with the California Reading Initiative, strongly support this program's efficiency.

Universal Access

This program provides sufficient information and ideas to help teachers address the needs of special student populations. It provides for differential pacing to allow for individual differences and needs (TE, p. 11, Fast Cycle; p. 12, Teaching Children Whose First Language is not English). The program is readily adaptable by the teacher to address the needs of special student populations and/or used in conjunction with other materials that are designed to address the needs of special student populations.

Program Organization

Language for learning is sufficiently well organized and presented as to allow materials to be used effectively and efficiently by the teacher to convey the subject matter content of the intended course. Materials are presented in a logical, sequenced progression (Presentation Books, A, B, C, D, TE, p. 21). Family letters are provided as blackline

masters to keep parents/caregivers informed, and to provide suggestions for home activities to support their child's learning (TE, pp. 162-166).

SRA/McGraw Hill
Multiple Skills, K-8

Summary

Multiple Skills is a laboratory-type reading program that was adopted as a “partial” program in the area of reading comprehension. Each lab has material that spans a range of grade levels allowing each student to work at his or her optimum level. Placement tests are provided at the elementary grades (Picture Level-3) and middle (grades 4-9) levels. Scoring sheets allow students to track progress throughout each level. A teacher's manual is included.

Content

This program provides opportunities for students to improve reading comprehension through a sequential, laboratory approach. Practice is provided in identifying the main idea, details, inferences, and drawing conclusions. Direct instruction was added by the publisher to better align the materials with the standards and the evaluation criteria for this adoption.

Assessment

Placement tests are provided at the elementary grades (Picture Level-3) and middle (grades 4-9) levels. Scoring sheets allow students to track progress throughout each level (see Placement Test for Reading Levels Picture Level-9 booklet).

Instructional Planning and Support

The TE for each lab is the same. Pages 3-6 of the TE describe purpose, content and use of the program. Planning is adequate.

Universal Access

Each lab has material that spans a range of grade levels, allowing each student to work at his or her optimal level (Primary Set, Level B, Books 1-4 & Middle Grade Set, Level F, Books 1-4).

Program Organization

This program is well organized, moving from easier to more difficult passages (e.g. Level A, Book 1, p. 34 & Level C, Book 3, p. 31).

SRA/McGraw-Hill
Open Court Reading, K-3

Summary

Open Court Reading was adopted as a “basic” comprehensive language arts program for students in grades K-3. It includes a number of components. It meets most of the standards for these grade levels and many lessons exceed expectations. This program is particularly well-suited to the beginning teacher because of the effective organization of the instructions. Also, the design of the program reflects the authors’ extensive knowledge of research in decoding and comprehension instruction.

Content

This program meets most of the standards for these grade levels and many lessons exceed expectations (K, B, C, E for introducing parts of speech; Book 2 for encyclopedia use in grade one). Beginning in kindergarten, use of technology is integrated into the program (TE, K-3). Instruction in the phonemic awareness skills (blending, segmenting, rhyming), critical for reading development are taught throughout the kindergarten year (K, A, T345; C-T327). The first grade program continues phonemic awareness instruction. In addition, the alphabetic code and sound/symbol relationship are taught. Irregular, high frequency words are taught throughout the year (grade 1, A-T41).

This program is particularly well suited to the beginning teacher because of the effective organization and explicit nature of the instructions. Also, the design of the program reflects the authors' extensive knowledge of research in decoding and comprehension instruction.

Assessment

Assessment is presented both informally (sidebar notes in the TE) and supplementary formal assessments for each story and unit (Comprehension and Writing Assessment booklets). There are no placement tests.

Instructional Planning and Support

Instructional planning and support are aligned with standards and are sufficient for a successful course of study. The program includes pedagogy that is reasonable and appropriate for the instructional objectives, as well as student work for the intended subject and grade levels K-3). Lesson plans are laid out for each week with detailed instructions for each day (TE, level 1, Book 2, pp. 76C-76D and 76G-76H).

Universal Access

The TE lacks direction for meeting the needs of special populations of students. Some words require more explanation than is included in the pictures, especially for English learners (grade 1, Reading and Writing Workbook 2, "stalk").

Program Organization

The organization of the program is acceptable. The TE provides lessons which focus instruction and support for meeting students' individual needs (Level 1-1, p. 34H).

SRA/McGraw Hill

SRA Reading Laboratory, 1-8 & Developmental 1 & 2

Summary

SRA Reading Laboratory was adopted as a “partial” reading program that provides practice in a variety of reading skills. Each of the eight reading labs provides short grade level reading selections. Each lab includes selections that represent at least three overlapping grade levels. The publisher added components to provide the systematic, explicit, teacher instruction in skills required by this adoption.

Content

Many standards in both comprehension and word analysis are integrated into the lab products. Systematic, explicit instruction was added by the publisher to better align the program with the standards and the evaluation criteria for this adoption. Each of the Power Builders, which guide independent student work, has a reading selection and practice exercises in comprehension and word study (2c, Orange, #4). Various reading skills are assessed in each selection (Laboratory 1b Power Builder Green #5 assesses comprehension, vocabulary, thinking and structural analysis).

Assessment

Student self-assessment is an integral part of the program. After the Power Builder exercises are finished, the students correct their work by using the corresponding answer card, and then chart their own progress. A recording book with placement tests and pages for recording exercise answers is provided for each student (My Own Book, Laboratory 1c, pp. 5-9). Teachers are encouraged to use student conferences to identify student progress and to encourage each student to "...take responsibility for his or her own progress" (Developmental Laboratory 1 Teacher Handbook, p. 33). The student record keeping system "...may indicate to the teacher or curriculum worker a need for revising upward or downward the difficulty level of offerings in the various subject areas" (Developmental Laboratory 1 TE, p. 45).

Instructional Planning and Support

The TE for each laboratory contains grade level equivalents for each section. An overview, procedures, and lesson plans for the starter Power Builders is found at the beginning of the student recording book (Teacher Handbook Reading Laboratory 1b). The lesson plan teaches students the procedures for using the lab. It also gives a list of the selections and a scope and sequence (Teachers handbook for Laboratory 1b, p. 53). Teacher-directed instruction that is needed to support student learning was added by the publisher.

Universal Access

In addition to a wide range of leveled selections (Laboratory 1b covers grades 1.4-4.5, TE, inside front cover). Two developmental labs are included in the program. Developmental Laboratory 1 spans approximate reading grade level 1.2-2.2, to allow for

more practice materials before moving ahead to a new level (Developmental 1, Teacher Handbook, p. 5).

Program Organization

This program is organized for independent student use and self-monitoring of progress. Because completion of the exercises follows the same procedures, students are able to work independently (TE, 1b, p. 30-37 for teaching procedures).

SRA/McGraw Hill
Specific Skills, K-8

Summary

Specific Skills was adopted as a “partial” reading program providing practice in nine specific comprehension skills, including: identifying the main idea, details, inferences, following directions, detecting the sequence, working within words, using the context, and drawing conclusions. A set of placement tests is provided for each skill. Scoring allows students to track progress throughout each level and comprehension skill.

Content

Practice is provided in identifying the main idea, details, inferences, following directions, detecting the sequence, working within words, using context, and drawing conclusions. Direct, systematic instruction was added by the publisher to better align with program with the language arts content standards and the evaluation criteria for this adoption.

Assessment

A set of placement tests is provided for each skill (Drawing Conclusions Placement Tests for Picture Level-8). Student answers are scored and recorded after each selection is completed (TE, pp. 21-99) for answer keys and forms). This scoring allows students to track their progress throughout each level and comprehension skill.

Instructional Planning and Support

The TE for each lab is the same. Pages 2-18 provide an overview of the program. Each student book contains a message to the teacher outlining the purpose of the book, and has suggested steps for usage. Direct, explicit instruction was added by the publisher to better align this program to the language arts content standards and the evaluation criteria for this adoption.

Universal Access

Each lab has material that spans a range of grade levels, allowing students to progress at their optimal levels (Identifying Inferences Levels Picture, Prep. & A-C, Primary Set).

Program Organization

The program is well organized, moving from easier to more difficult passages (Following Directions Levels D-H, Upper Elementary Set).

Steck-Vaughn
Steck-Vaughn Spelling 1-8

Summary

Steck-Vaughn Spelling was adopted as a “partial” program for English-Language Arts for grades 1-8 in spelling, phonemic awareness, and vocabulary. This program has a teacher’s edition, SE, and blackline masters. Spelling lists are concept-grouped and grade level appropriate. The program does an exemplary job of addressing the vocabulary and concept development standards for all grade levels.

Content

This program covers a substantial number of the standards for which it has been submitted. Spelling lists are concept-grouped and grade-level appropriate (SE, grade 3, p. 10; grade 8, p. 70). The program does an exemplary job of addressing the vocabulary and concept development standards for all grade levels (SE grade 2, p. 133; grade 7, p. 43).

Assessment

Every lesson has a Checkpoint page and there are systematic review lessons (TE, grade 7, pp. 13, 18; SE lesson 6, p. 24, lessons in review). Checkpoints Study Plan for self-assessment allows student to study and practice spelling independently (SE, grade 3, p. 224). Review tests in standardized format provide further assessment measures (TE grade 7, pp. T-37, T-41).

Instructional Planning and Support

The TE provides a clear and concise lesson plan format along with suggestions for remediation and enrichment (TE grade 7, pp T-8 and T-9).

Universal Access

Clear and concise directions for addressing the special needs of students are provided (TE, grade 7, p. 9).

Program Organization

This program is very well organized. The TE provides clear and concise direction for teachers (TE, grade 5, pp. 38-41).

Summary

This “partial” program addresses the standards for writing strategies and writing applications in an explicit and systematic fashion. It could be used to support a basal language arts program or, as a self-contained course of study in writing. The program teaches forms of writing, multiple-paragraph expository compositions, the revision process, writing research, and support of theses.

Content

This program addresses the standards, is standards-aligned, provides adequate coverage, and teaches fundamental skills related to writing. This writing program teaches forms of writing (grade 6, SE, pp. 66-75 and 84-93) multiple paragraph expository compositions (grade 6, SE, pp. 70-71) the revision process (grade 6, SE, pp. 49-65) writing research reports (grade 7, SE, pp. 86-97) and support of theses or conclusions (grade 8, SE, p. 80). When viewed as a whole, this program covers the standards for writing strategies and writing applications in an explicit and systematic fashion.

Assessment

This partial program provides adequate assessment instruments to help teachers measure student achievement frequently through the course of instruction. Each skill is accompanied by activities to assess acquisition of skills (grade 8, SE, pp. 25-26). The publisher added a placement test to assist in placing students properly.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives. The TEs provide instruction on implementing, scheduling, teaching the program, and evaluation of student performance. Composition Workshop provides effective supplemental support in the teaching of the writing process and modes of writing.

Universal Access

No specific recommendations for addressing the needs of special student populations are provided, although the organization of exercises that increase in difficulty lends itself to individualization.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used effectively and efficiently by the teacher to convey the subject matter content of the intended course of study. Materials reflect a logical, sequenced progression, and are presented in such a way that teacher and student alike are readily able to read and use the resources (TE 6-8).

Wright Group
Wright Skills K-2

Summary

Wright Skills K-2 was adopted as a “partial” program in English-Language Arts in kindergarten for reading, writing, written and oral language conventions, and in grades 1-2 for reading and written and oral language conventions. The program consists of Teacher Lesson Folders (TLF), Assessment Guide, decodable books, and ancillary materials. It includes easy to administer assessment tools to evaluate skills, including phonemic awareness, concepts of print, letter recognition and formation, phonics, and recognition of high frequency words.

Content

Wright Skills K-2 provides basic skills instruction that is systematic and explicit. It covers a substantial portion of the standards for which it was adopted (kindergarten, reading 1.5 is addressed in TLF A3, A5, A10; grade 1 reading 1.5 is addressed in TLF B2, B12-B16). Decodable books are adequate to meet standards, however, additional decodables would be valuable for practice and reinforcement. The publisher must ensure that the decodable books are a required, not an optional component.

Assessment

The Wright Skills Assessment Guide provides easy to administer assessment tools to evaluate every skill including phonemic awareness, concepts of print, letter recognition and formation, phonics and high frequency words (Assessment Guide, p. PA-PA12; WS-WS-14).

Instructional Planning and Support

Instructional planning and support are sufficient and consistent with the standards (TLF). However, a script is needed for explicit teaching of letter names connected to sounds in the teaching of phonics.

Universal Access

This program provides materials to help English learners and other special needs pupils (TLF A6, A26).

Program Organization

This program is well organized, the progression of instruction is logical and sequential. Detailed instructions are included in each lesson folder (TLF B12).

Wright Group
Wildcats, 3-6

Summary

Wildcats was adopted as a “partial” program for English-Language Arts in reading comprehension. This program has a teacher’s guide, student texts, student journal/workbooks, and other teacher support materials. The stories are of high interest and the illustrations are engaging. Particularly attractive is the high interest, low level readability for students needing remediation. The books within this program gradually increase in language complexity and difficulty.

Content

The stories are high interest and the illustrations are engaging. Particularly attractive is the low level readability for students needing remediation (*Incredible Places*). High frequency vocabulary is controlled (*Heroes*). The books within this program gradually increase in language complexity and difficulty (*Photos, Photos; Not What It Seems*).

Assessment

The assessment measures help monitor the progress of students. They provide initial, ongoing and final assessments of growth (*Wildcats Tracks*, pp. 14, 15, 34-43). Assessment instruments, ideas and recommendations are adequate to help the teacher measure student achievement (*Wildcat Tracks Assessment and Evaluation*).

Instructional Planning and Support

Instructional planning and support are sufficient and consistent with standards. A program overview is included in *The World of Wildcats* (*Leopard*, TE p. 5).

Universal Access

Wildcats incorporates a variety of genres to cater to students with different learning styles. The guided reading lessons help teachers address the needs of special student populations (*The World of Wildcats Program Overview*, pp. 2-5; *Leopard*, TE, pp. 2-3).

Program Organization

This program is well organized and allows the materials to be used by the teacher to convey the content.

Zaner-Bloser, Inc.

Grammar, Usage and Mechanics, 3-8

Summary

This program was adopted as a “partial” program in grammar and writing for grades 3-8. It includes Teacher’s Editions and Student Workbooks for A, B, C, D, and Middle Levels. This program addresses the following strands of the Written and Oral English Language Conventions Standard: sentence structure, grammar, punctuation, and capitalization. However, standards call for a few skills and strategies at earlier grade levels than the program addresses them.

Content

This program is adequately aligned with the standards (Level A, TE, p. T37, PE, p. 95, Middle Level PE, pp. 75-77; grade 5 align with written and oral language and conventions, standard 1.2). Grammar, Usage and Mechanics provides adequate coverage of fundamental skills, instruction is consistent with the standards. References drawn from other disciplines are accurate and grade level appropriate. Standards call for a few skills and strategies at earlier grade levels that the program address them (grade 5, writing convention standard 1.3 is addressed late in middle level).

Assessment

Assessment instruments (Level D, TE, p. 163), ideas and recommendations are adequate to help the teacher measure student achievement during the course with a reasonable degree of accuracy. Assessments provide information to the student, as appropriate, and the student's family.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study (Level D, TE, pp. T6-T9), including pedagogy that is reasonable and appropriate to the instructional objectives (Level A, TE, p. T18).

Universal Access

The program provides information and ideas to help the teacher address the needs of special student populations (Level D, TE, p. T26).

Program Organization

The program allows the materials to be used effectively by the teacher to convey the subject matter content of the intended course. Materials reflect a logical, sequenced progression that the student and teacher are able to read and use. While the program is well organized, Level A, TE, pp. 6-9; pp. 173-190) there is a missed opportunity to provide additional practice for students.

Zaner-Bloser

Zaner-Bloser Handwriting, K-6

Summary

This program was adopted as a “partial” program in handwriting in grades K-6. It includes a SE and a teacher’s edition for grades K-6, with supplementary materials such as charts, journals and a book of transparencies available from the publisher. There is good support for the fundamental skills, including phonemic awareness, grammar, mechanics and composition.

Content

This submission primarily and adequately addresses the standards for penmanship at each grade level. There is good support for the fundamental skills, including phonemic awareness, grammar, mechanics and composition (Grade 1, TE, p. 43). Coverage is not sufficiently aligned with the standards in the areas of writing, listening, speaking and systematic phoneme awareness.

Assessment

Assessment ideas and recommendations are adequate to help the teacher measure student achievement frequently during the course; and communicate the results to the student. Assessment is designed to advance the forming of letters and offers teachers helpful hints to correct common handwriting problems.

Instructional Planning and Support

Instructional planning and support is sufficient for a successful course of study for the intended subject (penmanship) in the grade levels of K-6. The teacher's edition includes information needed to teach the program with coaching suggestions to reinforce handwriting skills.

Universal Access

This program provides sufficient information and ideas to help the teacher address the handwriting needs of special students, such as the left-handed student, students with reversal tendencies, as well as others. Tactile, kinesthetic techniques are suggested for children experiencing difficulties in learning (Kindergarten, TE, p. 31).

Program Organization

This submission is sufficiently well organized and presented to allow the materials to be used by teachers at all levels of experience. Materials reflect a logical, sequenced progression and are presented in such a way that teachers and students alike are readily able to read and use the resources.

Summary

Transition Mathematics was adopted as a “basic” pre-algebra program for seventh grade. It includes student and teacher editions, various ancillary handbooks (Study Skills, Technology Sourcebook, Lesson and Teaching Aid Masters, Assessment Sourcebook) as well as a software component on diskettes, video and CD-ROM, which deal primarily with geometry, graphing and probability. The publisher developed additional content to address specific California mathematics standards.

Content

Three themes are woven throughout the program: applied arithmetic, pre-algebra and pre-geometry (TE Overview of UCSMP, T27). It has generally good treatment of many topics; the scope and sequence is non-traditional (Implementing UCSMP, A User’s Handbook, pp. 8-23). A few topics are not treated with the depth that they deserve (e.g. the derivation of the area of a triangle is done for only the acute triangle case and is not generalized to obtuse triangles, SE page 575 #11.)

Assessment

The assessment instruments are adequate and include quizzes, chapter tests and comprehensive tests covering multiple chapters. Evaluation guides are localized in the Assessment Sourcebook.

Instructional Planning and Support

The program provides adequate instructional support. Chapter planners (TE 406A), skills traces (TE 406B) and chapter reviews (SE 587) are provided.

Universal Access

Most topics include sections intended to address various students' needs. The program has recommendations for both the lower achieving (SE Study Skill Handbook) and higher-achieving students (TE Chapter Planner, TE 406A).

Program Organization

The student and teacher editions of the program are well organized. Separate practice Lesson Masters A and B are available. An overall implementation guide for the program is detailed and cross-referenced to all of the program elements. There is no family component. While the Visual Aids notebook is very complete, some type of partitioning and indexing of the materials would be useful. The program comes with a California student supplement, accompanied by a teacher edition for the supplement.

Addison Wesley Longman, Inc. (Prentice Hall)
UCSMP Algebra, 8

Summary

UCSMP Algebra, California Edition, was adopted for grade 8 as a “basic” program. It includes student and teacher editions, additional practice books as well as various teaching guides: Activity Kit, visual aids, Study Skill Handbook and Technology Resource book. A separate Assessment Handbook is provided.

Content

The California Edition contains a comprehensive Algebra I program that covers all of the California Standards. Many topics have excellent and clear explanations. Topics that were added only for the California Edition have less in-depth treatment (SE CA11).

Assessment

The assessment found in this program is complete. There are self-tests (SE p. 341). Quizzes (Assessment Sourcebook, pp. 64-65) and Chapter Reviews (TE pp. 412-415) are found in the teacher editions and on the CD-ROM and Black Line Masters. There are three forms of Chapter Tests: Standard Forms A and B (Assessment Sourcebook pp. 88-91); Performance Forms C and D (Assessment Sourcebook 10) and Cumulative Forms (Assessment Sourcebook pp.166-169) and Comprehensive Tests covering multiple chapters (Assessment Sourcebook pp. 33-35).

Instructional Planning and Support

This program is based on pedagogy that is reasonable for eighth grade algebra. It includes a complete teacher edition with many suggestions for teacher use. The pacing chart (TE p. 140A) found at the beginning of each chapter could be useful to a new teacher. The two page Chapter Planner at the beginning of each chapter gives a good overview of materials available for teacher use (TE p. 282 A and B).

Universal Access

The teacher edition provides many ideas for addressing special needs students. A chart at the beginning of each chapter (TE p. 348A) helps teachers to find those things needed for special needs students (Extra Help, Challenge and English Language Development). The Error Alert (TE p. 379) found in some lessons could be especially helpful to new teachers. Many problems included in the text would challenge the higher achieving student.

Program Organization

The student and teacher editions of the program are well organized. Separate practice Lesson Masters A and B are available. An overall implementation guide for the program is detailed and cross-referenced to all of the program elements. While the Visual Aids notebook is very complete, some type of partitioning of the materials would make it much more useful. The instruction is explicit, and does not follow the traditional scope

and sequence (Implementing USCMP: A User's Handbook, pp. 8-23). Students use graphing calculators to do algebraic manipulations (SE pp. 310-316).

Other Remarks

It would be helpful to include the California supplement in the teacher edition. A comprehensive index covering both the student text and the California text would be helpful.

Creative Publications
Hot Words, Hot Topics, 5-7

Summary

Hot Words, Hot Topics was adopted as a “partial” mathematics program intended to address basic computational skills for grades 5-7. It includes both teacher and student editions.

Content

This program provides an engaging format for supplementing instruction in the majority of the content standards for grade 5. The publisher did submit additional textbooks for grades 6 and 7, however, there was substantial overlap between the volumes submitted for grades 5, 6, and 7; about 80% of the content was common to all three books, and the treatment of repeated topics was virtually identical. For example, the topics addressed under “Number and Computation” were essentially identical in all three books with only cosmetic variations in their treatment (PE, Gr. 7, p. 83; PE, Gr. 6, p. 81; PE, Gr. 5, p. 79). The topics addressed under “Fractions, Decimals, and Percents” were also addressed in the same fashion (PE, Gr. 7, p. 102; PE, Gr. 6, p. 100; PE, Gr. 5, p. 98). If students were to encounter the entire series in grades 5, 6, and 7, they would be doing much the same work for 3 years. The best grade level alignment with standards was at grade 5, but the book would be useful with older students.

Assessment

The assessment is adequate (PE, Gr. 7, pp. 100, 162; PE, Gr. 6, pp. 70, 94; PE, Gr. 5, pp. 96, 162).

Instructional Planning and Support

Essentially, the only difference between the teacher’s edition and the student’s edition is that the teacher’s edition provides answers to the exercises and problems.

Universal Access

The program does not provide the teacher guidance for universal access; however, the presentation and focus on basic skills would be appropriate for many students.

Program Organization

This program’s organization is straightforward and sufficiently well organized and presented to allow the materials to be used efficiently and effectively by teachers.

CSL Associates, Inc.
Math Coach, 1-4

Summary

Math Coach was adopted as a “partial” program for grades 1 through 4. It consists of a student edition, Instructional Planner and Answer Key. The publisher added 2-part assessment component and a discussion of strategies for universal access.

Content

The strength of this program is that it was written specifically to meet the California Standards. In the opinion of the Content Review Panel, the program addresses every standard and does so clearly and in depth. It systematically links the lesson to the standards and often presents the material in a unique way (ten frames, Grade 1, pp. 72 and 95; triangles, Grade 1, p. 78).

Assessment

An assessment component for this program was added at the request of the State Board of Education. The assessment component has two parts 1) Periodic Assessment Workbook, and 2) Daily Practice. The Periodic Assessment Workbook provides 4 parallel sets of mixed practice in multiple choice format and the Daily Practice (copymasters for the overhead) provides 5-minutes of self-correcting daily oral math to develop and maintain essential grade-level skills.

Instructional Planning and Support

The publisher expanded the original Instructional Planner into a 3-part Teaching Resources Book. The Instructional Planner and Answer Key include a description of the program's layout. Each lesson is directly correlated with the relevant California Standard and with the underlying skills and concepts (TE Grade 2, p. 24). A skills trace for those underlying skills is also available on the same page, allowing for immediate extension of practice when needed. In cases where the content exceeds the standards, the lesson is directly correlated to the relevant California Standard at the next grade level. Periodic Assessment Workbook Discussion Guide provides teaching support for evaluating student progress. Each Periodic Assessment Workbook practice item is correlated to a California Standard and is also correlated to the lessons in the MathCoach student book that support instruction in the skill. The Discussion Guide also provides error analysis for each practice item to facilitate remediation. The Daily Practice (overhead copy masters) provide 5-minutes of self-correcting daily oral math to develop and maintain essential grade-level skills.

Universal Access

The materials do not provide explicit, lesson-by-lesson guidance for universal access. However, the 5-step lesson plan does provide tips for addressing individual needs within the daily lesson delivery (Teaching Resources, pp. Iv-v). At the request of the State Board of Education, the publisher has also provided additional descriptions of teaching

practices that can be used to support universal access for any lesson (Teaching Resources, pp. V111-ix).

Program Organization

The program is organized with about one hundred lessons per grade. Lessons are clearly laid out, followed by practice problems. The pages are uncluttered by extraneous items. The organization is sequenced according to the California Standards.

Glencoe/McGraw Hill

Algebra 1: Integration Applications, Connections, Grade 8

Summary

Glencoe/McGraw Hill's Algebra I was adopted as a "basic" Algebra I course with a student's edition, teacher's edition and ancillary materials for student and teacher use.

Content

Submission does address standards, as evidenced in the pupil edition and teacher edition:

Standard 4, pp. 165-172 and 401-404	Standard 8, pp. 362-368
Standard 6, pp. 346-361 and 436-441	Standard 10, pp. 496-505, 520-547 and 675-680
Standard 9, pp. 454-486	Standard 13, pp. 681-695
Standard 12, pp. 660-707	

Content was added at the request of the State Board of Education to ensure that this program addresses all the standards

Assessment

Assessment instruments, ideas, and recommendations are more than adequate to help the teacher measure student achievement with a reasonable degree of accuracy during the course (TE pp. 444-447, supplemental materials, videos, and software), and to communicate assessment information to the student and the student's family.

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for Grade 8, Algebra I, consistent with the standards (TE pp. 322a-d, pp. 482-486).

Universal Access

This program is readily adaptable by the teacher to address the needs of special student populations.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. However, a significant portion of the program deals with rudimentary skills (PE pp. 12-18, pp. 413-419, and pp.427-434) rather than algebra skills (PE pp. 399-404). To help the teacher ensure delivery of a standards-based algebra course, the publisher has provided a standards alignment chart in the TE with pacing suggestions.

Other Remarks

A strength within the program is that students are consistently asked to provide diagrams and explanations for their answers, not just a numerical response (PE p. 269, #45, and p. 337, #47).

Glencoe/McGraw Hill

Mathematics: Applications & Connections, Course 1, Course 2, Course 3, Grades 5-7

Summary

Glencoe/McGraw-Hill's Mathematics: Applications and Connections, Courses 1, 2, 3 was adopted as a “basic” program for Grades 5, 6, and 7. It includes a student's edition, teacher’s wraparound edition, and teacher support materials, including black-line masters, videos, software, and transparencies.

Content

The books were adopted according to the following: Course 1 - Grade 5; Course 2 - Grade 6; Course 3 - Grade 7. With the courses assigned to grade levels in this way, this program does substantially address the standards and provide basic skills instruction that is systematic and explicit (Course 1, NS 2.0, PE pp.118-120, 152-159, 271-279; Course 2, NS 1.0, PE pp. 44-46, 172-175, 346-351; Course 3, NS 1.0, PE pp. 62-72, 126-129, 278-293). References drawn from other subjects appear to be scholarly and accurate (Course 1, PE p. 409; Course 2, PE p. 317; Course 3, PE p. 438).

Assessment

Provisions are adequate to help the teacher measure student achievement with a reasonable degree of accuracy and to communicate that information to the student in both qualitative and quantitative forms (Assessment and Evaluation Masters, pp. 221 and 215). Student achievement is communicated to the student’s family in English and additionally is available in Spanish, in the “Spanish Study Guide and Assessment”. Assessments are designed to advance the objective of student mastery of the content (Course 2, TE p.262).

Instructional Planning and Support

Instructional planning and support are sufficient for a successful course of study (Lesson Planning Guide in print and on CD). A California standards alignment chart with pacing suggestions in the teacher's edition; and information in the teacher's edition identifying lessons that directly address state standards have been added.

Universal Access

There are sufficient provisions to help the teacher address the needs of special student populations: “Investigations for the Special Education Student” (Booklet, pp. 1-46); the Student Workbook in Spanish; notes for learning adaptations (Course 2, TE p. 292); and notations for Honors (Course 3, TE p. 518).

Program Organization

This program is sufficiently well organized and presented to allow the materials to be used efficiently and effectively by the teacher (“Lesson Planning Guide”, for Courses 1,2,3). Materials reflect a logical, sequenced progression (color-coded Scope and

Sequence charts, Course 3, TE pp. T26 to T29), and are presented in such a way that teacher and student alike are readily able to read and use the resources. Materials encourage family participation (“Family Letters and Activities”, pp. 1-78).

Glencoe/McGraw Hill

Pre-Algebra: An Integrated Transition to Algebra and Geometry, Grade 7

Summary

Glencoe/McGraw Hill's, Pre Algebra: An Integrated Transition to Algebra and Geometry, was adopted as a "basic" seventh grade course with special emphasis on preparing the student for Algebra I. A student's edition, teacher's edition and ancillary materials are available for student and teacher use.

Content

This program addresses and aligns with the standards (NS 1.0, PE pp.5-6) provides a good variety of applications, provides adequate coverage (AF 1.5, pp.372-422), and is based upon fundamental skills, including basic computational skills (NS 1.3, pp. 274-299). The program provides basic skills instruction that is systematic and explicit (TE pp.222-228). It is generally consistent with the subject matter, although a few standards were noted as weak (AF 3.1 cited as covered on pp.391-395 and pp.719-723, but no cubic functions were graphed).

Assessment

Assessment instruments, ideas, and recommendations are adequate to help the teacher measure student achievement (in the TE, supplemental materials, videos and software) frequently during the course (TE pp.266-271), with a reasonable degree of accuracy, and communicate that information to the student. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards. Mixed Review is included in every lesson. For each chapter in the student's edition there are: Self-Test, Study Guide and Assessment, Chapter Test, Math Journal Prompts and Alternative Assessment. Ongoing assessment is provided at the end of each chapter, and there is a 5-Minute Check and Closing Activity in the teacher's edition for each lesson.

Instructional Planning and Support

Instructional planning and support is sufficient for a successful course of study (TE pp.168a-d and the Electronic Classroom Resources CD-ROM), including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for grade 7, consistent with the standards. To help the teacher ensure delivery of a standards-based course, the publisher provided: 1) a California standards alignment chart with coordinated pacing suggestions in the teacher's edition; 2) information in teacher's edition identifying lessons that directly address state standards.

Universal Access

The program provides sufficient information and ideas to help the teacher address the needs of special student populations (TE p.440).

Program Organization

The program is sufficiently well organized and presented to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the

intended course (TE p.272 a-d). Materials reflect a logical, sequential progression and are presented in such a way that teacher and student alike are readily able to read and use the resources (Glossary PE pp.788-803, Index PE pp.834-843).

Globe Fearon, Inc.
Access to Math, 6-7

Summary

Access to Math was adopted as a “partial” program for grade 6. It is a collection of 15 titles addressing standards in the areas of Number Sense, Algebra and Functions, Measurement and Geometry, and Statistics, Data Analysis, and Probability. Each title addresses a different mathematical topic and includes a student's edition and a teacher's edition. There is one Diagnostic and Placement Guide for the entire program. Access to Math was not recommended as a partial program for grade 7 because some seventh grade standards were not sufficiently addressed.

Content

At grade 6, the program addresses and aligns with the standards. The program provides adequate coverage and is based upon fundamental skills that are systematic and explicit. The following standards are examples of standards that are addressed:

NS 1.2 (PE Ratio and Proportions pp. 16-26), 1.4 (PE Percents pp. 18-23)

MG 1.2 (PE Measurement and Geometry pp. 50-52)

MR 2.4 (PE Problem Solving Strategies pp. 24-33)

A missed opportunity is the lack of depth in development of the relationships among fractions, decimals, and percents. Material from three volumes would be required for adequate coverage (PE Fractions pp. 12-13, 48-49, PE Decimals pp. 12-13, PE Percents pp. 10-11). At grade 7, the program insufficiently addresses the following standards: NS 1.4, 1.6, AF 2.2, 3.1, 3.2, MG 2.4, 3.1, 3.5.

Assessment

Assessment instruments, ideas, and recommendations are adequate to help the teacher measure student achievement frequently with a reasonable degree of accuracy. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards (Diagnostic and Placement Guide pp. 3-6, 67).

Instructional Planning and Support

Instructional planning and support is adequate for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for the intended topics at the sixth grade level. The teacher's manual gives instructions for lesson plans, error analysis, and additional activities.

Universal Access

This program provides ideas to help the teacher address needs of special student populations. There are suggestions for teachers to provide assistance to English learners and other students (TE Basic Statistics pp. 1-2).

Program Organization

The organization of the program allows each topic to be independently presented. Within each book subject matter is presented in a sequenced progression. A combination of books may be needed to cover certain standards adequately (PE Fractions pp. 12-13, 48-49, PE Decimals pp. 12-13, PE Percents pp. 10-11). The Diagnostic Placement Guide directs the use of the books in the program.

Harcourt Brace School Publishers
Math Advantage, K-2

Summary

Math Advantage is a “basic” program that was adopted for grades K-2. It includes a teacher's edition, student book, and multiple ancillary resources, including a variety of CDs that provide additional materials (e.g. Test Bank, Lesson Planner, and Mighty Math) for remediation, extension, and support for students and teachers.

Content

In grades K, 1 and 2 this program adequately addresses most of the California Standards. For example, a calendar is used in grade K to introduce students to numbers up to 30 (grade K, TE p. 329); the Trading Pennies, Nickels and Dimes section in grade 1 (TE pp. 273-280) is very nice, and at grade 2 the program provides an exemplary introduction to slides, flips and turns (SE pp. 309-310). The program was not adopted for grades 3-7 because, too frequently, the problems in this series are at the low end of what the California Standards require.

Assessment

Assessment instruments, ideas, and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy and communicate that information to the student (as appropriate) and the student's family. Each chapter includes resources for both traditional and alternative assessments, including daily ongoing assessment, chapter tests (in various formats), cumulative reviews, performance assessments, interview and observation guidelines and journal prompts. The preponderance of assessment materials might send teachers the message that assessment is more important than quality instruction.

Instructional Planning and Support

Instructional planning and support is sufficient for a successful course of study. The "point of use" organization of the teacher edition makes planning easy so teachers do not need to actually thumb through all of the resources when planning a lesson. The "Skills Trace and Across the Grades" at the beginning of each chapter enables teachers to see the bigger picture. The ancillary items provide support in many areas; however, a teacher lacking in expertise may need assistance in knowing what to use, and when.

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations. Each chapter has ideas for reaching all learners with troubleshooting ideas available for every chapter. In grades 1-2, the integration of troubleshooting/gifted/inclusion sections in each chapter are particularly teacher friendly (Grade 2 TE p. 432A). The "troubleshooting" ideas in the back of the book could be valuable for many student populations.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. However, the sheer volume of program materials might be difficult to manage effectively.

Summary

Mathsteps was submitted and adopted as a “partial” program in mathematics for kindergarten through grade seven. The program can be used as a companion piece to materials already in place in the classroom, or as a stand-alone program for summer school, after school, or in Title 1.

Content

The publishers made specific changes to the program to better align it with the mathematics content standards. This partial program concentrates on addressing standards in the Number Sense strand, although it does address some of the standards in other strands as well.

Assessment

The assessment instruments, ideas, and recommendations provided in MathSteps help the teacher measure student achievement. Frequent (after every three lessons, or so) Quick Checks, provide ongoing assessment opportunities, that are directly linked to special diagnostic, prescriptive re-teaching and practice materials, in the Skills Tutorial Kit. Other assessments in MathSteps are: Prior Knowledge Inventory (for use at the beginning of the year), pretests and post tests for each chapter, midyear test and final test. Daily opportunities for mixed review and test preparation are provided in the MathSteps student books.

Instructional Planning and Support

Instructional planning and support is sufficient for a successful course of study. The Teachers Edition contains an In-service Handbook, which is structured to give both experienced and novice teachers guidance and enhance their professional background.

Universal Access

The Skill Tutorial Program and reteaching pages are helpful resources addressing the needs of special students. However, the program does not provide sufficient information and ideas to help the teacher address the needs of ELL students. The program also does not allow students with special needs to be assessed differently. Family letters are available in both English and Spanish, as is the MathSteps Skills Tutorial CD-ROM.

Program Organization

The program is not sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content. Lesson pages in the Student Book are constructed similarly and teaching plans are consistent across all grade levels.

Mastery Learning Systems
Count, Notice, & Remember, Grade Level(s) K-3

Summary

This program was adopted as a “partial” program that addresses basic computational skills and the Number Sense strand for grades K-4. Some content standards in grades 4, 5 and 6 are also addressed.

Content

This partial program covers a substantial portion of a course of study. The publisher has agreed to include the missing standards in the next revision (e.g. BSAS Grade 1 Standard 1.2, BSAS Grade 1 Standard 3.0, BSAS Grade 2 Standard 1.3). It is believed that the missing standards could also easily be supplemented from some other source if necessary. The emphasis of Count, Notice, & Remember – The Best Stuff is the development of basic number concepts and it does so in a unique and sensible way that is specifically designed to enable the most challenged students to succeed (see BSAS 12.1 – 12.41 (ClockWork), BSFDMP 2-1 (Hearts); 14.1 (Rounding). Content Review Panel members described the program as superb and ingenious. Another strong component of the program is the connection made among fractions, decimals, and percents (see BSFDMP 8.17- 8.34).

Assessment

Monitoring of daily activities provides for ongoing assessment that is an integral part of instruction. The program also includes pre and post tests.

Instructional Planning and Support

The pedagogy builds on students’ intuitive understanding of number sense concepts. In addition, the activities are prefaced with suggestions for teachers that are logically sequenced in such a way that all students make steady progress. It is possible for advanced students to branch to another level without having to complete each consecutive activity.

Universal Access

This program’s activities are designed to be used for individual, small group, or whole group instruction of all students with special needs (English learners, students with different learning needs, low achieving, and high achieving students).

Program Organization

This program is organized around incremental steps in the form of individual activities that provide practice in a methodical way to ensure success for all students. The materials allow for efficient and effective use by the teacher and students.

McDougal Littell, Inc.
Algebra 1 (Larson)

Summary

This program was adopted as “basic” mathematics program for the discipline of Algebra (grade 8).

Content

This program adequately addresses most of the standards in Algebra 1; however, the California Standards Workbook is necessary to fully develop conceptual understanding based on mathematical reasoning. For example, in Algebra Standard 24.1, students are asked to identify and explain the difference between inductive and deductive reasoning. In the California Standards Support Workbook pages 158-159, these concepts are defined and practiced. It would be preferable to see integration of inductive and deductive reasoning throughout the text in order to meet the depth and rigor defined in the standards.

Assessment

Assessment suggestions are sufficient for the main text. Further assessment of the standards for Algebra 1 can be found on pages 165-189 of the California Standards Support Workbook. These pages contain four multiple-choice questions in standardized test format to assess student understanding of each individual standard. Teachers may integrate these exercises into their own chapter tests at the appropriate places or use the section as a review for the STAR tests.

Instructional Planning and Support

This program includes some strong teacher support components that are easy to follow (“Interactive Real-life Investigations”). However, the program could be improved with a scope and sequence chart.

Universal Access

While this program offers support materials in Spanish (“Evaluacion Formal”), additional concept development material would be needed to meet the needs of all learners.

Program Organization

The extensive use of examples and the inclusion of “self tests” within the text allow for the program to be used in multiple settings (SE page 263).

McDougal Littell, Inc.

Algebra 1: Structure and Method

Summary

Algebra 1: Structure and Method was adopted as a “basic” mathematics program for grade 8.

Content

This program adequately addresses most of the standards in Algebra 1 in a systematic and explicit manner. Twenty-three concept development activities (54 pages) in worksheet format have been added to the California Standards Support Workbook (CSSW), starting on page 165. These activities are keyed to the lessons they accompany. Since a copy of the CSSW is provided with each textbook, this material can be incorporated into classroom teaching and learning. Conceptual understanding could be enhanced in this text as evidenced by the following example:

Standard 1- Students identify and use the arithmetic properties of real numbers. SE pg. 45 states that “rules for working with real numbers are based on several properties that you can accept as fact”. Four properties are stated, each with a single example, and there is no conceptual development.

To support the strong development of logical reasoning in this textbook, lessons on inductive and deductive reasoning, hypothesis and conclusion, and indirect reasoning have been revised to be in worksheet format and have been added to the CSSW to make it easier for teachers to incorporate this material into the course. In addition, a new lesson in worksheet format on If-and-only-If Statements has been added to the CSSW. Similarly, the Explorations in the textbook have been revised to be in worksheet format (and in some cases also expanded) and added to the CSSW. Four new concept-development activities have been added to the CSSW.

Assessment

The assessment component of this program is adequate. The program includes Self-Tests, Chapter Tests, Portfolio Projects and Cumulative Tests (SE pg. 503, Chapters 1-10). It would be helpful throughout the text for the teacher to have prompts for checking understanding of difficult concepts. A 25-page section of multiple-choice questions keyed to the California Standards has been added to the CSSW, starting on page 139.

Instructional Planning and Support

This program includes some strong teacher support components that are easy to follow (Study Guide for Reteaching and Practice). However, problem solving could be more consistently included in “Suggested Assignments” at all levels. Mathematical reasoning could be strengthened throughout the text (e.g. SE pages 715-720 of the College Entrance Exam Appendix should be integrated throughout the text). We suggest activities and/or explorations be integrated into each lesson to introduce and extend concept development.

The learning strategies presented in the Teachers Edition address multiple needs; however, they are not incorporated into other areas of the program (TE pages T52-T53).

Universal Access

While this program provides some assistance to teachers that have a variety of student populations, (Study Guide for Reteaching and Practice and Diagnostic Tests TE page T10), it would have been helpful to include a multi-language glossary.

Program Organization

The extensive use of examples and the inclusion of self-tests within the text allow for the program to be used in multiple settings (SE page 111).

McDougal Littell, Inc.

Passport to Mathematics, Book 2 and Passport to Algebra and Geometry

Summary

This program is a mathematics series consisting of Book 1 (grade 6), Book 2 (grades 6), and Passport to Algebra and Geometry (grade 7). Book 1 was not adopted; Book 2 and Passport to Algebra and Geometry were adopted as a “basic” program with required changes.

Content

In both Book 2 and Algebra and Geometry, the publisher added material and made substantive changes to better align these materials with the standards. Conceptual development and problem solving were weak aspects of this series as originally submitted.

Book 1 was not adopted because it did not contribute clearly and significantly to the course of study. It did not enable instruction in most of the individual standards for the intended grade level in a cohesive, clear, systematic, and significant fashion. It did not do an adequate job of addressing key concepts for the grade level, and there was insufficient attention to the development of mathematics reasoning. One example is the coverage of fractions. There was not enough explanation of the relationship between the statements “ $\frac{3}{4}$ is 3 parts out of 4” and “ $\frac{3}{4}$ is 3 divided by 4” (TE, p. 274). Another example was the definition of equivalent fractions. The examples given only work with whole numbers (TE, p. 278).

Assessment

In Book 2, assessment instruments, ideas, and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy and communicate that information to the student and the student's family. Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards.

In Algebra and Geometry, assessment instruments, ideas, and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy and communicate that information to the student and the student's family. This program includes mid-chapter assessment (SE p. 156), chapter assessment (SE p. 358), Alternative Assessments, and Computer Test and Practice Generator.

Instructional Planning and Support

In Book 2, the teacher's edition organizer provides adequate support for managing materials. The motivator and the teaching tips provide some guidance to facilitate student learning.

In Algebra and Geometry, the organizer in the teacher's edition provides adequate support for managing materials (TE p. 310).

Universal Access

Book 2 provides sufficient information and ideas to help the teacher address the needs of special student populations, including materials for students whose primary language is Spanish. It provides material for students whose primary language is Spanish, for example Pasaporte a las matemáticas: Libro 2 (a Spanish-language version of the student textbook), English-Spanish Problem Solving Transparencies and Spanish Resource Binder.

Algebra and Geometry provides sufficient information and ideas to help the teacher address the needs of special student populations, including materials for students whose primary language is Spanish.

Algebra and Geometry provides sufficient information and ideas to help the teacher address the needs of special student populations (TE p. 241 and Reteaching Copymasters). It provides materials for students whose primary language is Spanish, for example: Passaporte al álgebra y a la geometría (a Spanish-language version of the student textbook), English-Spanish Problem Solving Transparencies and Spanish Resource Binder.

Program Organization

Book 2 is sufficiently well organized and presented to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course.

Algebra and Geometry is also sufficiently well organized and presented to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. For example: Lesson Plans and Home and School Connection are provided as ancillary documents.

Metropolitan Teaching and Learning Company
Metro Math Readers, K-1

Summary

Metro Math Readers was adopted as a “partial” program addressing primarily the number sense standards for grades K and 1. The program consists of a teacher's edition at each, home school connections, blackline masters, and a set of 24 little books for students at each level (Level A = Kindergarten and Level B = First Grade).

Content

This program addresses the number sense standards. It is standards-aligned and coverage is adequate (TE Level A, pp. 20-22, PE Book 7; TE Level B, pp. 68-71, PE Book 17). The program is based upon fundamental skills and provides for supplementary instruction that is systematic and explicit through features such as: *Benchmarks, Mathematics Background, Book Walk, Math Connections* and suggestions for assessment in the Teacher's Edition for each level (TE Level A, pp. 62-64; PE Book 21).

Assessment

Assessment instruments, ideas, and recommendations are adequate to help the teacher measure student achievement in a variety of ways; for example, *Fast Check* (TE Level B, P. 21), *Wrap It Up* (TE Level A, p. 6), and *Assessment* (TE Level A, p. 67). Assessment is designed to advance the objectives of the number sense standard, and assumes the mastery of fundamental skills.

Instructional Planning and Support

Instructional planning and support is sufficient for successful implementation of this partial program. Pedagogy is reasonable and appropriate for the instructional objectives (TE Level A, pp. 50-52, PE Book 17). Student work is consistent with the intended standards. The teacher's guide includes suggestions for how to use the materials in conjunction with a basic program in mathematics. The teacher's manual suggests many home school connections.

Universal Access

Mathematics content is offered through a visual approach that depicts diverse people in real-life situations. The predictable format and text provide additional access to standards-based mathematics. This partial program is readily adaptable by teachers for students who need additional support and can be easily used by the teacher in conjunction with other materials that are designed to address the needs of special student populations.

Program Organization

The Teacher's Edition for each level has a predictable setup for each student book: *Mathematical Activities, Reading and Writing Mathematics, Problem of the Day* (TE, Level B), and *Great Ideas to Go Home*. These components allow the materials to be used efficiently and effectively by the teacher to convey number sense content. Students are readily able to use the resources. The program reflects a logical sequenced progression

and includes means by which the student's family can be encouraged to participate in the educational process (Parent Home Connections, Level A). The student books are organized in a sequential fashion; difficulty increases with each book.

Metropolitan Teaching and Learning Company
Problem Solving Step-by-Step, 1-5

Summary

Problem Solving, Step-by-Step, was adopted as a “partial” program designed to provide supplementary resources for direct instruction in **Mathematical Reasoning** for grades 1-5. It includes a Teacher’s Edition and Pupil Workbook for each grade level.

Content

This program focuses primarily on problem solving strategies. The program is standards-aligned, provides adequate coverage, and is based upon fundamental skills in Mathematical Reasoning (Grade 1 MR 2.0, TE grade1, pp.47-48). Other resources would be needed to cover the grade level content standards in Number Sense, Algebra and Functions, Measurement and Geometry, and Statistics, Data Analysis and Probability.

Assessment

Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the Mathematical Reasoning standards. Assessment instruments, ideas, and recommendations are adequate to help the teacher measure student progress during lessons with a reasonable degree of accuracy. In grades 1 and 2, Guided Practice items support the teacher in assessing student progress (TE Grade 1, p. viii, pp.13, 14). Beginning in grade 3, there is a *Write About It* section at the end of each lesson that is the principal assessment tool for the teacher and student (PE and TE, grades 3-5).

Instructional Planning and Support

This program provides a systematic and explicit lesson structure that includes instruction, guided and independent practice, and test-taking practice. The teacher’s edition recommends using one lesson per week, either in given sequence or in topical order (TE, all grades, p. iii). Simple instructional guidelines are provided for each lesson and include suggestions for vocabulary, clarifications, and extensions. Student work is reasonable and appropriate for the instructional objectives and is consistent with the Mathematical Reasoning standards.

Universal Access

This program addresses the needs of special education and ESL student populations through a predictable structure and use of visual displays. Suggestions for extending lessons are lacking.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. Materials reflect a logical, sequenced progression and are presented in such a way that teacher and student alike are readily able to read and use the resources.

Prentice Hall, Inc.

Algebra: Tools for a Changing World, Grade 8

Summary

Prentice Hall's *Tools for a Changing World: Algebra* was adopted as a "basic" program for the discipline Algebra I. There is a student edition, teacher edition, and ancillary materials for student and teacher use. The publisher made changes to enhance alignment with the mathematics content standards.

Content

This program addresses most standards (Std 6 and PE/TE, pp. 212-266, 289-299; and Ch. 5 Support File, pp. 4-5, 10-16, 18-32, 35-37) and provides some coverage of others (Std 9, in PE/TE pp. 269-299; and Ch. 6 Support File, pp. 4-5, 10-15, 18-29). It provides basic skills instruction that is systematic and explicit (Differentiated Scope of Course, TE, page preceding title page; objectives stated for student at beginnings of lessons, see PE p.11 "What You'll Learn", and "Why"). In order to meet the level of rigor required in the Algebra I standards, all the ancillary materials as submitted for adoption are absolutely necessary. For example, Std. 23 requires mastery of applying quadratic equations to physical problems. The PE has three practice problems, pp. 346, 347, 350. The Chapter 7 Support File, pp.27-30, and Practice Workbook, pp. 121-124, contain many more of the practice problems needed to cover the standard.

Assessment

Assessment instruments, ideas, and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy and communicate that information to the student and the student's family (see pp. 63-64, & 73, "Spanish Resources," and pp. 16 & 17, "Teacher's Forms and Letters"). Assessment is designed to advance the objective of student mastery of the content specified in the standards (TE, p.18, "Lesson Quiz"; PE, odd numbered answers are provided for exercises, pp. 610-663; Checkpoints, such as Ch.10, Support File, p.32).

Instructional Planning and Support

Instructional planning and support is sufficient for a successful course of study, including pedagogy that is appropriate for the instructional objectives as well as student work for the intended discipline, consistent with the standards (CD, "Computer Item Generator"; "Support File" for each chapter; timely teaching notes throughout TE; "Error Alert" p.247).

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations ("Spanish Resources"; and ESL adaptations, TE p.26). The program also includes Spanish workbooks and a 2-year Algebra Handbook.

Program Organization

This program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended discipline (see “Classroom Manager: Lesson Planners Plus”). The program includes ways to encourage family participation (see “Teacher’s Forms and Letters”, pp.5-15, and “Spanish Resources”, pp. 65-73).

The publisher made the following changes:

- 1) provided California standards alignment chart with coordinated pacing suggestions in the teacher's package;
- 2) provided information in the teachers package identifying lessons and/or lesson extensions that directly address state standards;
- 3) ensured the state that the program will be package in its entirety, and will—whenever acquired by any California school—include all ancillary material as submitted for this adoption.

Prentice Hall, Inc.

Middle Grades Math: Tools for Success, Grades 6 & 7

Summary

Prentice Hall's *Middle Grades Math: Tools for Success*, was adopted as a "basic" program for grade 6 (Course 1) and grade 7 (Course 3) based upon the content standards and evaluation criteria. Course 2 was not adopted, as it was redundant to, and less rigorous than Course 3. For each course, there is a student edition, teacher edition and ancillary materials for student and teacher use.

Content

This program addresses most of the standards (Course 1 PE, pp. 283-288, Grade 6 NS 1.2, and Course 3 PE, pp.60-63, Grade 7 NS 2.5), aligns with the standards (Course 1 PE, pp. 51-54, Grade 6 AF 1.1, and Course 3 PE, pp. 194-197, Grade 7 AF 1.1.), and provides minimal coverage that often lacks depth (Course 1 PE pp. 398-407, Grade 6 MG 1.1, and Course 3 PE, pp. 302-305, Grade 7 MG 1.2).

The publisher acknowledges that Course 2 and Course 3 cover the same grade level and that Course 3 covers more standards than Course 2 (Course 3 PE, p. 259, Grade 7 NS 1.4. and Course 3 PE, pp. 444-447, Grade 7, MR 2.7). Also, Course 3 covers Grade 7 standards at a greater depth than Course 2 as evidenced by:

- NS 1.2: Course 2 PE, p.179 compared to Course 3 PE, p.232, #20 & 22;
- NS 2.0: Course 2 PE, p. 356 compared to Course 3 PE, p. 261;
- NS 2.1: Course 2 PE, p. 441 compared to Course 3 PE, pp. 99-107;
- AF 4.1: Course 2 PE pp. 130-131 compared to Course 3 PE pp. 131-134 and 160;
- and
- SDAP 1.1: Course 2 PE pp. 22-23 compared to Course 3 PE p.26.

Assessment

Assessment instruments, ideas, and recommendations are adequate to help the teacher measure student achievement frequently during the course with a reasonable degree of accuracy. The program provides assessment in a variety of forms that are designed to advance the objective of student acquisition and mastery of the content specified in the standards (Course 1, PE, pp. 176-179 and Course 3, PE, pp. 214-217).

Instructional Planning and Support

Instructional planning and support is sufficient for a successful course of study, including pedagogy that is reasonable and appropriate for the instructional objectives as well as student work for Grades 6 and 7, consistent with the standards (Course 1, TE p.42A-F and Course 3, TE p.326A-F).

Universal Access

The program provides sufficient information and ideas to help the teacher address the needs of special student populations (Course 1, TE p.89-90 and Course 3, TE p.448-449).

Program Organization

The program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course (Course 1, p.113-117 and Course 3, p.355-359). Family participation materials are found in the Teaching Resources Package.

Other Remarks

The publisher added:

- 1) integration of negative numbers for applications in Course 1 to address standards NS 1.1 and 2.3;
- 2) a California standards alignment chart with coordinated pacing suggestions in the Teachers Package for grades 6 and 7;
- 3) information in the Teachers Package for both grades 6 and 7 identifying lessons that directly address state standards.

Saxon Publishers, Inc.
Saxon Mathematics, 3-6

Summary

Saxon Mathematics was adopted as a “basic” program for grades 3,4, 5, and 6. This program consists of a textbook for each of grades 3 through 6 together with a teacher's edition, California Addendum, and other supplementary materials such as the booklet, "Writing About Mathematics," and a kit entitled “Adaptations for Special Populations.

Content

This program is aligned to the standards and provides adequate coverage. For example, grade 4 NS 1.5 (different meanings of fractions) is addressed in twelve lessons, including pp. 77-79 and pp. 153-155. Grade 6 AF 1.1 (write and solve one-step equations) is in three lessons, including pp. 464-465 and the California Addendum. The program is based upon fundamental skills, including basic computational skills, and instruction is systematic and explicit. The content review panel highly recommended this program for adoption. The publisher added material in sixth grade to address negative exponents; (Grade 6, pp. 718-719). Portion of the following probability standards were addressed, but the publisher added a clear description of dependent and independent, the relationship of the probability of an event to the probability of the complementary event, and a formulation of the fact that the probability of either of two disjoint events occurring is the same as the sum of the probabilities of these events. (SDAP 3.3, SDAP 3.4, SDAP 3.5), Materials was added to address data analysis standards (SDAP 1.2, SDAP 1.3, SDAP 1.4, SDAP 2.2, SDAP 2.3, SDAP 2.4, SDAP 2.5). Some concepts from algebra and geometry tend to be developed later than envisioned in the standards, most notably linear functions, graphing, and concepts leading to synthetic geometry. However, the major standards are well addressed, the program is lucid and systematic, and provides the basis for a sound, standards-based program.

Assessment

Weekly, cumulative assessments are built into the lessons (Grade 3 test masters).

Instructional Planning and Support

Resources for instructional planning and support are minimal, but this is mitigated to a large extent by the highly organized nature of the program. Suggested pedagogy is by direct instruction. Teacher support is not extensive. Although the teacher’s resource booklet offers suggestions, the general directions for teacher use of the text is basically covered in the preface of the teacher’s edition (TE, p. xi).

Universal Access

A binder is included by the publisher that gives teaching strategies and techniques for adapting the program for a variety of student populations, including self-contained or inclusion classrooms, special education, and Title 1 students. A manipulative kit is also provided, and suggestions for its use are contained within the binder.

Program Organization

Lessons are systematic and logical. The program uses an incremental approach, whereby material is continuously reviewed to maintain and strengthen mathematical technique.

Other Remarks

The program's thorough treatment of dimensional analysis should benefit students in their science classes. The publisher provides a web site for teacher assistance and student practice. The site was not evaluated by the IMAP.

Saxon Publishers, Inc.
Saxon Mathematics, K-3

Summary

This program was adopted as a “basic” K-3 mathematics program. Each grade consists of about 130 scripted lessons and several hundred worksheets, as well as manipulatives, handwriting masters in English and Spanish, and a teacher’s edition.

Recommendation

Based upon the content standards and evaluation criteria, this program was adopted in grades K, 1, 2 and 3. Changes were made in grade 3 to better align the program with standards.

Content

This program is standards-aligned and provides adequate coverage with the exception of specific standards noted below. As examples, kindergarten NS 1.1 (comparing two or more objects) is covered in fifteen lessons, including 5, 6, 100, and 111. SDAT 1.3 in grade 3 (bar graphs) is covered in four lessons, including 40 and 80. It is based upon fundamental skills, including basic computational skills, and provides basic skills instruction that is systematic and explicit.

Assessment

A weekly cumulative assessment is built into the lessons (e.g. Grade 1, lesson 20).

Instructional Planning and Support

Instructional planning and support is exemplary in this program. Lessons are pre-planned and scripted. At the beginning of each lesson there is a list of the manipulatives and other supplies necessary for the lesson. The pedagogy is direct instruction. Although experienced teachers may wish to depart from the scripts somewhat, the scripted and well-organized lessons would enable a new teacher to present the program effectively (e.g. Grade 2, lesson 33).

Universal Access

The program provides some information and ideas to help the teacher address the needs of special student populations. There is a Spanish translation of the worksheets that can be sent home with students. The combination of direct instruction and students’ work with manipulatives offers varied experiences for students.

Program Organization

The program is well organized, and represents a logical sequenced, progression. If the lessons are used as the program authors intend, all of the applicable standards will be presented and reviewed often in the exercises. Classwork sheets have similar homework on the reverse side, a feature that helps parents working with children at home.

Other Remarks

The CRP identified the treatment of the base-ten number system and its relation to regrouping in addition and subtraction as exemplary. However, the CRP also identified the third grade as the least aligned grade in this program, although still adequate. The publisher provided supplementary materials to fully address the third grade geometry standards, MG 1.2 (portion dealing with determining the volume of solid figures by counting the number of solid cubes which would fill them), MG 2.2 (identifying attributes of triangles), MG 2.5 (descriptions of common three-dimensional objects), and MG 2.6 (identifying common solid objects that are the components needed to make a more complex solid object).

SRA/McGraw Hill
Connecting Math Concepts, K-5

Summary

This program was adopted as a “partial” mathematics program by the State Board of Education on November 9, 1999.

Content

The publisher added to the program to enable instruction in additional standards in the following areas:

Level A - probability and statistics

Level B - fractions

Level C - measurement & geometry

Level D - measurement & geometry

Level E - measurement & geometry

Level F - LCM, justifying operations

Assessment

Assessment included in this program lacks variety, e.g., no opportunities are provided to demonstrate critical thinking or individual thinking strategies. [A typical test is found at SE Level F pg. 41-2.] The Skills profile does not communicate student progress to family. It indicates completion, but not mastery of content.

Instructional Planning and Support

Instructional planning and support includes a scripted lesson format where teachers deliver instruction. Implementation of program requires professional development in order to be delivered effectively. Multiple components of teacher materials make it difficult to use these materials efficiently and effectively. Vocabulary used is specific to this program; not universal (Lesson 63, Level C, Presentation Book, p. 63, Lesson 64, Level C, Ex. 3, Lesson 65, Level C, Ex 5).

Universal Access

This program is designed for use with students who benefit from a scripted format. Built in placement tests help determine the appropriate instructional level for each student. It does not provide sufficient information and ideas to help the teacher address the needs of other special student populations. [See Teachers Guide Level A, pg. 5; sentence 3 under Field Tested. See also, Teachers Guide Level A, pg. 79 under Conceptual Manipulative Activities.]

Program Organization

This program is not sufficiently well organized and presented as to allow materials to be used efficiently and effectively by the teacher to convey the subject matter content of the intended course. Materials do not reflect a logical, sequenced progression i.e., SE Level F Lesson 3, pg. 12; (perimeters do not include fractions). Materials are not presented in a way that students are readily able to read and use resources. SE Levels A & B.

Examples are not given in SE (Level F Lesson 22, pg. 84-87) because this is a scripted program; it does not readily lend itself to individual work. Program is not an inclusive means by which the student's family can be encouraged to participate in the educational process. Although there are scope and sequence charts, there is no table of contents or index. [See SE Level F and SE Level B Workbook.] There are no examples or directions on student pages. [See SE Level B, p. 79.]

SRA/McGraw Hill
Math Explorations and Applications, K-6

Summary

This program was adopted as a “basic” program for grades kindergarten through six. It consists of a student edition, teacher edition, and separate assessment booklets at each level.

Content

This program provides adequate coverage of the content standards. Material was added to provide additional alignment with the standards, particularly in grade 3, number sense and measurement and geometry, and grade 4 in several strands.

Assessment

Assessment instruments are adequate to help the teacher measure student achievement frequently during the course of study. A separate assessment book is provided which includes mastery checkpoints, unit tests, performance tasks, rubrics, student self-assessment portfolio tasks and multiple choice tests.

Instructional Planning and Support

Instructional planning and support is sufficient for a successful course of study at the intended grade level. The games, mental activities, and thinking stories support the program. Instructional objectives are not always consistent with the standards at the designated grade levels. Notation used is specific to the program and not universal (G4, SE, pg. 511, G5, SE, pg. 180, G6, SE, pg. 302).

Universal Access

Program provides sufficient information and ideas to help the teacher address the needs of special student populations. Special needs suggestions are provided at the point of use.

Program Organization

Program is sufficiently well organized and presented as to allow the materials to be used efficiently and effectively by the teacher. The pages in the teacher edition are designed in such a way that the teacher can easily use and read the resources. The parent letters and cross-curricular connections encourage the family to participate in the educational process. However, the warm-up activities reference the use of number wheels (G3, TE, pg. 70), craft sticks (G1, TE, pg. 301), and thinking stories (G3, TE, pg. 179 A); these manipulatives were not included in the program. The materials reflect an unusual and sometimes confusing progression of concepts, with many concepts introduced early, and then revisited and retaught.

William H. Sadlier, Inc. (Sadlier-Oxford)
Progress in Mathematics, K-6

Summary

This program was adopted as a “basic” mathematics program for grades kindergarten through six. It consists of a student edition and teacher edition at each grade level and, workbook, skills practice book, test booklet, and teacher manipulative resources.

Content

This program addresses essentially all of the standards at each grade level. It is based upon fundamental skills, including basic computational skills. This program provides basic skills instruction that is systematic and explicit. The program is consistent with the subject matter content provisions of the evaluation criteria. Progress in Mathematics provides a balanced approach to teaching basic computational skills, conceptual understanding, and problem solving. The publisher added content to specifically address the following standards:

Grade 3, MG – 2.2, demonstrate and define: equilateral triangle, isosceles triangle and parallelogram.

Grade 4, MG – 3.7, definition of scalene triangle.

Grade 5, NS – 2.1, add, subtract, multiply and divide negative numbers.

Grade 6, NS – 1.1, order negative fractions and negative decimals; M G– 1.3, find volumes of triangular prisms and cylinders; SDAP – 1.3 define and use outliers; SDAP – 1.4, determine best measure of central tendency.

The current edition of Progress in Mathematics includes all changes.

Assessment

Assessment is designed to advance the objective of student acquisition and mastery of the content specified in the standards. The program provides teachers with a variety of assessment tools in a number of formats, such as chapter pre- and post-tests, rubrics, and student self-assessment. It also has excellent and very specific portfolio assessment opportunities. Although a formal procedure of communicating with parents is not included, it would be possible to share portfolios and journals with parents as a way of reporting progress.

Instructional Planning and Support

The third grade correlation between the teacher's edition and student workbook is excellent. Instructional planning and support are sufficient for a successful course of study. Each lesson includes a comprehensive lesson plan with concept development and diagnostic teaching ideas (TE Grade 4, pp. 88, 92). Student workbooks are available at all grades.

Universal Access

This program provides sufficient information and ideas to help the teacher address the needs of special student populations. Suggestions are included in the "teacher tool box" at the beginning of each unit at each grade level. Suggestions cover a variety of ideas. [E.g., ELL suggestions include vocabulary development (TE3, p. 31B), visual keys (TE3, pp. 31B and 67B), demonstrating prior (TE3, p. 209B), manipulatives (TE3, p. 133B).]

In each chapter overview at the beginning of each unit there is an assignment guide that provides a pacing and assignment guide for varied abilities. It is suggested, however, that more attention be given to the more able student.

Program Organization

The program is sufficiently well organized and presented as to allow the materials to be used effectively and efficiently by the teacher to convey the subject matter content of the intended course. The wrap-around format in the teacher's edition provides teachers with a quick reference to all of the components of the lesson. Materials reflect a logical, sequenced progression and are presented in such a way that teacher and student alike are readily able to read and use the resources. Resources are provided so that the student's family can be encouraged to participate in the education process. (Math Alive at Home, TE5, P. 64a).

William K. Bradford Publishing Company, Inc.
Math Trek (Probability & Statistics), 8

Summary

This program was adopted as a “partial” program for grade 8, in the area of probability and statistics. It includes a step by step, interactive tutorial, on CD, using graphic animation and real-life applications. An exploratory probability tool, also included, allows students to conduct their own experiments, to show hundreds of trials in minutes, and to connect experimental and theoretical probability.

Content

This program adequately addresses most of the content standards for probability and statistics. The publisher has acknowledged that conditional probability (probability and statistics 2.0) is not covered (Probability--Theoretical Probability). Although it is not formally stated, the program assumes normal distribution when addressing the mean and standard deviation (e.g., Statistics--Mean Formula 30).

Assessment

There are quizzes and tests in the software and follow up activities in the teacher materials (e.g., Statistics User’s Manual pp. 27-47 and Probability User’s Manual pp. 29-57).

Instructional Planning and Support

Some suggestions for integrating the program into the curriculum are contained in the teachers materials (e.g., Probability 25, #1,2,5,7,9,10).

Universal Access

The interactive tutorial design of the program enables students at a variety of skill levels to work at their own pace with appropriate feedback and practice. In this non-judgmental environment, students are more likely to take risks and are more likely to work on a topic until they really understand it. Students can access an unlimited number of practice problems until they achieve mastery of the learning objective.

Program Organization

This program could be improved by giving the teacher ideas on how to include means by which the students’ family can be encouraged to participate in the educational process (e.g., Probability 25, #8).

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•* LRDC's 15 & 18 are sharing technology responsibilities. LRDC #15 will showcase Macintosh resources and LRDC #18 will showcase IBM resources. When possible, please sample accordingly.